DOCUMENT RESUME

ED 104 825 SP 009 059

AUTHOR	Ishler, Richard E., Ed.
TITLE	Competency-Based Teacher Education: A Potpourri of Perspectives, ATE Bulletin No. 38.
INSTITUTION	Association of Teacher Educators, Washington, D.C.
PUB DATE	74
NOTE	65p.
AVAILABLE FROM	Association of Teacher Educators, Suite 1201, 1701 K Street, N. W., Washington, D. C. 20006 (Stock No. 861-27410, $3.50)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS	*Alternative Schools; Higher Education; *Performance Based Teacher Education; Performance Contracts; Program Budgeting; *Program Development; Rural Education; Teacher Certification; *Teacher Education; Teacher Evaluation

ABSTRACT

This document contains nine essays which provide guidelines and directions for implementing competency-based teacher education (CBTE) programs. Selections include the following: (a) "Characteristics of Competency-based Teacher Education Programs;" (b) "The Development of a Comprehensive Competency-Based Teacher Education Program: A Model for Change;" (c) "Process to Product: A Competency-Based Teacher Education Program in Student Teaching;" (d) "Initiating a Performance-Based Teacher Education Conversion on a Shoestring;" (e) "Competency-Based Teacher Education in Small Colleges and Rural Areas;" (f) "Performance Contracting for Student Teachers;" (g) "Evaluation of Teacher Competence Based on Pupil Behaviors;" (h) "The Relationship Between Education Accreditation Criteria and the Competency Approach;" and (i) "Current Responses to Competency-Based Teacher Education:" Selected references are included at the end of each essay. (JS)

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COMPETENCY-BASED TEACHER EDUCATION: A POTPOURRI OF PERSPECTIVES

Selected Papers by

Floyd T. Waterman
Richard E. Ishler and Joan D. Inglis
Donald J. Chase, William Harris, and Margaret F. Ishler
Philip L. Hosford and Jack O. L. Saunders
Caroline J. Gillin
Michael P. Wolfe and Phillip W. Bugg
Robert C. Hatfield
Robert A. Roth
Walter S. Sanderfur, Douglas C. Westbrook, and Wayman T. Dever

Edited and Foreword by Richard E. Ishler
Chairman of the Communications Committee

SP003 057

Published by

Association of Teacher Educators
Suite 1201, 1701 K Street, N.W.
Washington, D.C. 20006

Bulletin 38
1974

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Library of Congress Card No. 75-4136

ASSOCIATION OF TEACHER EDUCATORS

Melvin C. Buller, Executive Secretary

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Technical editing, Jylinda C. Hagler, ATE Professional Associate of Communications/Publications

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Foreword

Competency-based teacher education has been in the educational limelight now for about five years. Much has been written about it and numerous conferences have dealt with it, but even so, few institutions have been able to convert their entire teacher education programs into a CBTE mode. This is not because educators think that CBTE is without merit but rather because of the monumental task involved in making the transition. Philosophies need to be redefined, both college and public school personnel require extensive inservice training, and new cooperative endeavors between schools and colleges need to be arranged. These are but a few of the major issues which must be tackled when considering a CBTE approach.

Competency-Based Teacher Education: A Potpourri of Perspectives provides the members of ATE with some guidelines and directions for implementing CBTE programs. A wide variety of perspectives are presented ranging from philosophical concerns involved in the change strategy all the way to a specific plan for implementing a CBTE program "on a shoestring."

Floyd Waterman begins by describing some of the characteristics and components of CBTE programs and suggests that most are more systematic than traditional programs of teacher education. Next Richard Ishler and Joan Inglis present a model for changing to CBTE and describe how the model was applied in converting the University of Toledo's program.

In the next section of the bulletin, two papers are presented which describe specific CBTE programs. Donald Chase, William Harris, and Margaret Ishler describe Bowling Green State University's CBTE program in student teaching which is an example of beginning with the final experience and working from there to convert to CBTE. Philip Hosford and Jack Saunders prove that the conversion process does not necessarily require outside funding as they describe how a CBTE program was developed at New Mexico State University "on a shoestring."

Caroline Gillin assures us that CBTE can be implemented in small colleges and rural areas and presents the ten commandments for doing so.

Michael Wolfe and Phillip Bugg discuss how one component of CBTE, performance contracting, can be used successfully during the student teaching experience. This is followed by Robert Hatfield's plan for evaluating teacher competence based on pupil behaviors.

Robert Roth provides some insights into the relationships between CBTE and accreditation criteria. In his paper he discusses both national and state accrediting agencies and points out that most teacher education standards do, in fact, support the defining of teacher competencies.

In the final paper, Walter Sandefur, Douglas Westbrook, and Wayman Dever present some national viewpoints regarding the CBTE movement. They discuss both the advantages and disadvantages as perceived by various professionals in teacher education.

I should like to thank Dr. Donald Hawk for his assistance in selecting the papers for inclusion in this bulletin. Also my gratitude is extended to Dr. Ruth Heidelbach and members of the ATE Communications Committee Review Team for valuable assistance in preparing this bulletin.

Richard E. Ishler, Editor
Chairman of Communications
Committee

ATE PUBLICATIONS REVIEW TEAM

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Falls Church, Virginia

Chandler Barbour
Towson State College

As a result of national focus on CBTE, another aspect of the Association was the establishment of a Commission on CBTE. This Commission was formed in June of 1973 to assist ATE in its exploration of CBTE. A number of the contributing authors are members of the Commission.

Floyd T. Waterman
University of Nebraska
at Omaha

CHARACTERISTICS OF COMPETENCY-BASED TEACHER EDUCATION PROGRAMS

The emergence of competency-based or performance-based teacher education programs can be traced to a variety of factors present on different campuses to some degree. Student discontent might have been a factor on one campus while faculty involvement in experimentation could be a factor in another college or department of education. Moves toward more accountability can be related to much of the push toward performance objectives and demands for program changes. Research sponsored by the U.S. Office of Education and the much publicized nine funded elementary models gave the competency-based movement in teacher education a major thrust. Some state departments of education have mandated elements of competency-based teacher education. Whatever the motivation, there is scarcely a state untouched by the movement and yet there is much confusion between professionals over what constitutes a competency or performance-based teacher education program. It can also safely be said that there are some programs that are given much national attention and still other programs are claiming to be competency-based in the same way that other so-called innovations are often identified without evidence of actual program substance. The bandwagon approach is as apparent in the competency-based teacher education movement as in any publicized movement that sweeps the country. Interestingly, there are programs which have been labeled by their administrators or faculty members as "75 to 80 percent CBTE" while students in those very programs indicate that they do not recognize any part of the program as having a competency-based component. There are groups of teacher educators who have associated competency-based teacher education with a particular type of governance plan, or their perception of what the state department has demanded of programs.

The characteristics identified below do not arise out of a particular program description or a mindset growing out of a favorite arrangement of the writer. Rather, they are results of the writer's own observations after visiting a number of programs that have been identified as CBTE programs and also as a result of personal visitations with program designers and of readings in the field.

Role Derived Perception of Teacher

Many of the newer teacher education projects grew out of a study of the nature of teaching and attempts to define teaching in terms of various situations, tasks, or expectations generally held by the faculty and designers of the teacher education program. If, for example, the teacher is viewed as a mere functionary in a bureaucratic organization and one who has little or nothing to say about selection of content, development of teaching strategies, and one who is subjected to a functionary role, then the competencies, expectations, skills, and attitudes and performances of such a teacher will be quite different from a teacher prepared as a decision maker for example. If program designers view the teacher as a mere functionary

expected to carry out certain operations to implement a predesigned curriculum, then training program experiences and program outcomes will be greatly affected by that perception of the teacher's roles.

There are programs that view teachers as having many roles under varying sets of circumstances, but the purpose of this discussion is not to define a long list of role perceptions. The point is raised merely to suggest that CBTE programs must take cognizance of the various roles of teaching. Whether the competencies are role derived from an analysis of existing classrooms, common agreement on desired characteristics, competencies, or skills, or from a survey of teachers and/or administrators expressing general goals for teachers, the point is that the CBTE program starts with a perception of a teacher. The expectations obviously relate to the final list of skills, competencies, attitudes, and expectations of the teacher.

Many of the battles of faculty center around the philosophies concerning general education, specialization, and the battles become more fierce when professional component elements are discussed. One CBTE program has suggested that a beginning place for program design would be to have faculty, community persons, parents, and regents work with statements about education on which there can be common agreement. These "We agree" lists can be the starting point for defining specific objectives and goals for the teachers and the roles perceived for them.

Specified Outcomes and Expectations

After identifying the philosophical issues, and the sources of agreement on role expectations, there must be some general goals of the CBTE program which are further refined into major competencies or expectations for teachers. Competencies are sub-divided, sometimes clustered together, and a system of delivery of instruction is devised. Please note that the writer has carefully avoided saying that a "must" for CBTE is the modularized instructional package. However, performance modules are a very convenient delivery system and such a system can also provide for greater flexibility and maximum opportunity to individualize programs for students.

In the past, teacher education programs have tended to express global expectations for the teacher with a series of experiences (courses) outlined as either requirements or options for students, but the program components have not been carefully related in many cases, and seldom were such programs characterized by clearly stated behavioral objectives. A minimum essential for a competency-based teacher education program is clearly defined objectives.

Behavioral objectives have been discussed endlessly in educational literature and they have sometimes been identified as the "cancer of curriculum" or the "chains of behaviorism" yet no responsible educator has ever advocated that behavioral objectives be limited only to very strict cognitive areas. All of the learning domains—affective, cognitive, psychomoter—are important and specific skills and competencies are related to behavioral objectives in CBTE programs. Every CBTE program known to the writer stresses the importance of attitudes and working in the affective objectives.

That there are difficulties in defining clearly stated objectives in the affective area (which can be documented by student performance) will not be denied but have we not always encountered difficulty in working with attitudes? While there are many unresolved problems, some outstanding

strides have been made in CBTE programs working with all domains.

The point is that to the extent possible, every competency, skill or attitude expected as a program outcome is related to clearly stated "behaviors" in some of the affective objectives. The characteristic of outcomes clearly identified and related to specific objectives is the concept that the writer wishes to stress at this point. The college student in a CBTE program should have many opportunities to "demonstrate" his attitudes, his knowledge, and his performance in working with learners as well as demonstrating skill in utilizing knowledge and strategies or procedures.

Student Accountability

The reliance on clearly defined behavioral objectives leads into the characteristic of student accountability. In the CBTE program the stress is on performance (observable skills, competencies) rather than upon the completing a specified number or credit hours or courses. The CBTE program which arranges competencies and clusters of competencies in the form of instructional modules, demands that the student demonstrate his performance before a review panel or assessment group. The student also is helped to become more individually accountable since he is well aware of the objectives of the module at the outset. Self-assessment, then is one of the outcomes of a program that holds the student accountable for gaining specific skills or competencies. Students are given many opportunities to practice and to demonstrate competencies and to be certified as having met minimal levels of competency.

While student accountability is a general characteristic of CBTE programs, there is no implication that only the student is accountable for the quality of the program or curriculum design. Such is a joint responsibility of the faculty, the students, the public schools, and the community at large. As instructional modules are made available as part of the CBTE curriculum, they are the result of testing and perhaps several modifications before they become a part of the program for more than a few "test students." The testing of modules also help students to become accountable because they share in the responsibility for the production of modules that meet the needs of other students expected to gain competencies.

Shared Responsibility for Program

While students are accountable in the CBTE program and faculty depend upon student input and testing of modules, there is a clear responsibility for faculty and program designers to review the curriculum constantly. This characteristic of shared responsibility makes for a more open, dynamic, responsive program that is ever in the process of review. Professors from various disciplines are interacting with each other, with students, with parents, and with public school personnel. Many CBTE programs have steering councils, module review boards, and a system of governance that provides for joint responsibility. This very factor however, has become the source of much contention: colleges have perceived a particular system of governance as being imposed either by law, by teachers groups, or other forces, and there is much anxiety over the problem. The degree of shared responsibility is different within each setting, but a well conceived CBTE program has some type of governance system that provides for input and genuine in-

volvement of all appropriate segments of the education community. To become ensnared in endless battles over who has how many representatives and how much financial responsibility is assigned to which component results in confusion and non-program. Unless there is a well designed program that students will recognize as one in which all components are integrated and relationships are clear, the result will be less than satisfactory.

Instructional Delivery Systems

The staffing arrangements of teacher preparing institutions demand that the institution have some system for accounting for the productivity and time assignments of faculty. Some CBTE programs have begun a course modification approach which involves an entire revamping of the curriculum and a critical examination of all courses rather than a patch-work of courses. Patch-work approaches may involve a process of stating some behavioral objectives for a course or two, but the patch-work approach does not look systematically at the entire curriculum as is the characteristic of CBTE delivery systems. CBTE requires a re-assignment of faculty so they can work with individuals in conferences, in small seminars, or design and write modules as part of a team.

The instructional module has clearly identified objectives and thus the student is always aware of intended outcomes. Usually the module has a pretest which is used for diagnostic purposes. Once the student knows his status, the instruction (new knowledge or skill acquisition) begins. One of the characteristics of CBTE instruction which distinguishes it from regular classroom instruction or seminar, is the provision for multiple routes (activities, readings, experiences, exercises) from which the student may select as a means of gaining the skill or competency. Finally, the student has a post-test and progresses on to his next module.

At his own speed, the student progresses through modules and demonstrates proficiency through the learning activities. In addition, the student also has the option of accepting the suggested modules or designing his own route to achievement of competencies for a module.

In many of the CBTE programs there is a great stress on educational technology but this emphasis is not necessarily greater than might be found in many contemporary programs. There is however, considerable stress on simulation, computer (for both instruction and administrative purposes), microteaching, and individual activities. It should be noted that CBTE programs do not advocate a "correspondence-type" instruction that is devoid of human interaction. One of the criticisms often voiced of CBTE programs is that they can become "black box learning" but no responsible CBTE program advocates such isolation and insulation of students. Quite the contrary, many of the modules require some interaction with other students but the students have the flexibility of making their own seminar or conference arrangements with faculty members and/or other students.

There are certain departments and professors who have built up private domains around courses or areas of expertise which are untouchable by newer faculty and other departments. The CBTE program forces close examination of the entire curriculum by the faculty. Bits of these once closely guarded courses may then be incorporated and become part of a module. The student is then able to acquire proficiency in a specific competency. The CBTE approach must be a collaborative effort; there can be no islands of

excellence and/or personal territory of a particular professor or department.

Field-based instruction is frequently a major element of a CBTE program but it is not an absolute essential for a performance or competency-based teacher education program. Obviously CBTE programs stress performance and demonstration of skills and competencies and for this reason a well-designed field component is most desirable. Laboratory schools, portal school arrangements, teacher centers, or some reality-based center to support and undergird university instruction is a characteristic of better CBTE programs. The portal school or teacher center provides the CBTE program with a testing ground and provides for integration of school district inservice programs with university training for advanced study of teaching. The joint operation of field centers also gives the CBTE program an opportunity for cooperative decision making, and for joint responsibility to be demonstrated. Certainly teachers who grow as decision makers will require opportunities for decision making in a setting that has a realty base. Observation of professionals from several agencies working under joint responsibility and shared decision making, will be an excellent example for the emerging teacher.

Individual Progress and Personalization

CBTE programs that utilize modules which provide several learning options for students emphasize the individual learning styles of students. When students are able to pretest and demonstrate whether they have a skill or competency *before* instruction begins, they feel that their individual worth and skills are being respected. Students have opportunities to design instructional strategies and procedures for acquiring skills which forces them to become accountable but also provides for their individual interests, talents, and needs.

Students progress through learning modules and through the acquisition of competencies at their own rate of progress although some CBTE programs have found that unless students are given some gross deadlines (i.e. not more than three semesters to complete a particular number of modules), some students create "pile-ups" that present logistical problems for staffing (faculty assignments) and budgets, but at least the theory of individual rate of progression is very much a characteristic of CBTE programs.

Personalization of program and of instruction is handled through advisor/student conferences, through redesign of modules, and through differentiated field experiences used to test competencies. Some students may wish to challenge particular tests, procedures, and sequencing that are part of teacher education programs. The use of the CBTE approach would appear to offer more opportunities to permit more personalization of instruction and total program for students.

Public Criteria

As with the objectives in CBTE programs, the criteria for performance and achievement at minimal levels are usually specified for the assessment teams. When students know in advance, (open or public criteria) the skills, attitudes, and competencies for which they are accountable, and when they know the criteria for satisfactory performance, they are more receptive to the program and its components.

As students attempt to acquire competencies in specific areas, they become involved in evaluation of their performance and thus become students of teaching. The degrees of excellence and/or level of competence are not always easily defined, but this too is an age old problem. While CBTE programs admit difficulty in assigning degree or level of performance and competency, at least there is an effort to establish advance criteria by which the performance is assessed. When there are many opportunities for repeated demonstration of performance and when evaluation procedures include more than one person making the assessment, students in CBTE programs at least have the potential for dealing with a more open system. Some rather creative evaluation procedures and record-keeping systems are beginning to emerge and letter grades are fading into the past in CBTE programs.

Stress on Exit Performance

It might be argued that all teacher education programs are oriented toward performance and achievement, but CBTE programs, as a rule, tend to be much more concerned about demonstration of competence upon completion of instructional modules than is typical in other programs. As the number of teaching positions diminishes, many teacher education programs will respond by assuming that higher grade point average entrance requirements will automatically assure quality of graduates.

CBTE programs tend to disregard entrance standards in that they assume normal ability and expect performance at minimal (or better) levels of excellence upon completion of the modules or the entire program. Bright, talented students who can progress at a rapid rate in CBTE programs find it possible to accelerate in certain aspects of their program but to take more time in other areas of development. Students who seem to require an inordinate amount of time to acquire competencies may want to reevaluate their objectives and career plans. When students have been involved in program development, on assessment teams, and when criteria for evaluation are public and open, students feel they have been dealt with fairly and appropriately.

Summary of CBTE Characteristics

The writer has suggested that CBTE programs are open and dynamic, they provide for joint or shared responsibility, and for individual rates of performance as well as for personalized instruction. Students in CBTE programs know the criteria for performance and they are expected to demonstrate competency and proficiency rather than by accumulating letter grades or by mere knowledge criteria. Competency-based programs tend to be more systematic in their instructional delivery as well as in the design of the total curriculum. CBTE programs more often are field-based than is typical in comtemporary programs. They also demand that faculty and constituents take a comprehensive outlook toward teacher preparation. CBTE programs have a responsive quality about them. They offer much intellectual stimulation for students and for faculty and they have, in short, great potential.

Richard E. Ishler
Joan D. Inglis
University of Toledo

THE DEVELOPMENT OF A COMPREHENSIVE COMPETENCY-BASED TEACHER EDUCATION PROGRAM: A MODEL FOR CHANGE

Toward Educational Change

How does a college move to a competency-based teacher education program? Questions regarding time, personnel, procedures, and phasing raise the crucial issues involved in change strategies. Such questions sometimes imply naive assumptions regarding change and change processes. In the quest for some applicable generalized approach, it is tempting to play down or ignore situational variables such as the uniqueness of each college in terms of tradition, leadership, control practices, existing personnel policies, history of change efforts, and relationship with the total institution. However, these variables can not be ignored for educational change calls for substantial political and social sophistication.

Most change theories are strangely silent on the matter of designing, directing, and implementing change. Reports dealing with change seem to focus either on products or on descriptive accounts of steps and provide little guidance for practitioners involved in changing. The form of reporting usually takes shape after the fact and it is an easy transfer to assume that the form of reporting represents the processes involved. The change processes are far more complex.

For example, we are told that in any planned educational change there may be some basic differences revealed when trying to become more specific about identifying goals and purposes and that even when people agree on ends, more basic disagreements arise in addressing alternative means to common ends. Therefore, planned change involves the processes of working with collaboration and conflict, with evolving leadership functions, reward systems, and control efforts related to aspects of change: initiation, implementation, resistance, adoption, adaptation. Planned change involves manipulating the work environment, the coordination and use of human and material resources, the effective use of formal and informal communication net-works, mediating optimum stress/tension task efforts, etc. This deliniation suggests that change processes are as much a political effort as an educational effort. This acknowledgement of the political aspects may partly explain the reason detailed aspects of change processes are not publicly revealed especially when timing, control and use of data, and constant negotiating are at the heart of the effort.

Educators hold different premises involving change and change processes. Some hold that educational change must be individually oriented and dependent upon changing the individual first and then modifying an institution's approach. Others hold that the primary focus should be on the larger environment in that individual functioning depends upon what is reinforced and rewarded through the institution's formalized expectations. The individual's attitudes and predispositions will be rationalized as he adapts to the new expected behavior. These two approaches are debated in any change

strategies including the change to competency-based teacher education programs.

The question "How does a college move to a competency-based teacher education program?" might be more productive if posed in a different way: "What must a college *do* when involved in designing and implementing a competency-based program?" Posed this way, the question allows some leverage in terms of what should be considered rather than leaping to assessing means.

The initial assumption is that the college administration has a definite commitment to move in the direction of a competency-based program. The basis for such a commitment is not an issue. The issue to keep in focus is the commitment to educational change for growth. Obviously any such decision involves a number of educational and non-educational considerations. Attempts to determine administrative motives or intent may cloud the fact of what the institution and administration are committed to doing. To bog down initially in debates over intentions and motives may prove time consuming, morale lowering, and necessitate assessment of change strategies far different than those being used in situations where a competency-based program is given.

The following points may prove helpful when considering a change to a CBTE program:

1. To underscore the relative importance of the commitment to move to a competency-based program, the administration would be wise to designate a physically visible "Competency Resource Laboratory" for staff members. Two functions are served: (a) space allotment by the administration indicates that the commitment is valued beyond a verbal allegiance and indicates to the staff the seriousness of the commitment; (b) a laboratory containing competency-based materials developed in other institutions in other states, articles in which basic issues are discussed, and sample preservice and in-service modules. The purposes of the laboratory would be to eliminate the need for each interested faculty member to reinvent the wheel, discourage the "show me" form of opposition which seeks delaying action, and helps cement the fact that the move is not an isolated, wild-eyed, busy-work scheme of some administrator. Care should be taken in the selection of the person who will be responsible for establishing and managing the laboratory. A respected, non-threatening, and secure staff member might prove to be an initial liaison in moving the commitment to the staff level.

2. Self-assessment and self-evaluation are legitimate professional requests regardless of the nature of the existing training program. An institutional self-assessment with the staff involved raises the key issues to be faced in establishing competency-based programs which are stating goals, planning in-put, evaluating out-put, studying effectiveness, efficiency, staff utilization, and cost-analysis.

The framework should be structured in such a way as to surface the fundamental issues raised by a competency-based program. A faculty committee working in conjunction with the administration might assume responsibility for the assessment and evaluation. The assessment and evaluation move serves a number of functions: (a) as with the laboratory, it underscores the seriousness of the administration; (b) it provides needed base data for evolving change strategies; (c) it raises the promises and problems involved in competency-based programs without having individuals responsible for

preaching the cause; and (d) the reporting of the findings to all involved puts the issues squarely on the professional table.

The self-assessment may prove to be a vehicle for total faculty inservice (including the administration) in terms of identifying issues, alternatives, and operational functioning of the existing training program. The move from a course base and abstract "programs" to performance-based modules and experiences may cause basic conceptual conflicts among the faculty which reveal existing differences in philosophic positions but they need not be destructive.

3. The employment of an external assessment and evaluation team may prove helpful in using the initial self-assessment results. The external team, carefully selected, may be asked to place emphasis upon the products of the existing program. The team may work without pre-knowledge of organization, programs, courses, and staff utilization. The external team serves a number of functions: (a) it may validate or challenge the self-assessment; (b) it may be used by the administration and faculty as a scape-goat and act as a vehicle for building bridges among staff members; (c) if desired, the external group can be used to force positions and defense of positions in ways the existing organization might find difficult to do and still remain effective in the change process.

4. Results of self-assessment may indicate that there is a need for a more articulate internal communication system—a need that certain faculty members might support even to the extent of scape-goating the administration for not insisting upon such a professional procedure at an earlier time.

Division chairmen and/or department chairmen can ask each faculty member to provide a four or five page syllabus for the courses now being taught. A model syllabus, done by a staff member affiliated with the college, should be made public. The model syllabus would provide a format: Title, course description, instructor's assumptions, desired course outcomes, treatments to be used by the instructor, and course and student evaluation procedures. The syllabi completed by instructors for respective courses taught can be used in a number of ways: (a) as vehicles for staff inservice; (b) to identify personnel able and willing to design and implement competency-based programs; (c) as an indication of perceived and commended commitment; (d) to indicate and provide access to staff members in need of assistance at the primary support level.

It should be noted that the syllabus approach as a phasing strategy in module development may pose a substantial threat to some. Small resistance pockets may still emerge but the fact that the request comes in terms of the existing program, not a proposed program, forces the resistance to be based on grounds other than competency-based programs. Informal leadership by key faculty members can handle this effectively.

5. State guidelines for approval of competency-based programs should be available to the staff. Selected personnel from the college should work with state personnel in determining how to present the guidelines.

6. The college should sponsor a staff-oriented teacher training workshop in conjunction with other colleges involved in a similar undertaking. The workshop would be designed to present what has been done to date in terms of product and thus imply a relative degree of interinstitutional competition. Tapes and materials should be placed in the laboratory and a full comparative report made to the entire staff.

7. The college should sponsor a public school, college, and state workshop—a "linkage" effort at which public school personnel are expected to identify teacher skills as an aspect of competent on-the-job functioning and teacher training personnel are prepared to present some syllabi and projected modules. The workshop should serve a number of functions: a) form a definite linkage with preservice and inservice training; b) identify any open discrepancies between training and on-the-job functioning; c) raise issues regarding certification and continuing professional career options, and provide a base for shared inservice for public school and college personnel related to competency-based training and competency-based pupil programs; d) identify shared needs and methods of resolving such needs.

8. The college should initiate a staff retreat at which feedback and synthesis are undertaken and at which each staff member is asked to write one module, from respective areas of competence. A limited time factor forces the beginning and completion of a task within one designated framework. Resources to aid in module writing should be available at the retreat for use by individual staff members.

9. Emerging leadership should be apparent in terms of previous performance in a variety of activities on campus. For example, some staff members may be able to conceptualize and write while others demonstrate organizational competence or teaching skills. As leadership emerges it should be recognized and formalized although these individuals may or may not hold formal positions of institutionalized leadership. An inservice open session should be planned for the identified leaders and they should be involved in planning the change strategy from this point. Data are available, personnel strengths and weaknesses have been identified, issues and feedback techniques are open, and institutional needs have been identified. Additional institutional commitment may be considered at this point in the form of reduced load, pay differential, and/or other incentives such as increased professional leave time. It may also be wise to identify informal leaders and keep them functioning informally but with a definite support base.

10. Considering the available data and experience thus far, as well as the extent of institutional commitment, the leaders should design and plan the implementation of the competency-based program. The leaders should meet as a group in extended task-oriented sessions. Funds should be made available for consultants and visitations. The encompassing change to which the leaders must address themselves in designing and implementing a performance-based training program in their particular setting would involve the following tasks: (a) identifying modules to be developed, (b) determining the point of entry, (c) assessing the possibility of differentiated staffing and means of phasing into such utilization of personnel, (d) determining organizational changes needed to support the program change, (e) establishing time targets, (f) anticipating problems at various stages of development, (g) refining of formal and informal communication processes, (h) assessing over-all subsequent change strategies such as crisis management and reward systems, (i) identifying change ramifications internal and external to the college, and (j) recognizing ways and means of firming continued institutional commitment.

11. The formation of a College Advisory Committee is helpful. This committee should include public school personnel, college and university faculty, college and university administration, a member of the State Depart-

ment of Education, students, and representatives of professional organizations, industry, and labor. Citizen representation should be in evidence. The advisory committee advises within the established framework and should have its role clearly and explicitly defined prior to formation.

12. The professional educators—public school and college—should form a professional committee designed to establish a framework for developing a formal approach to a viable linkage in areas of professional concern.

The above listed twelve concerns are not a prescription nor do they exhaust all the concerns involved in planning a change to a competency-based teacher education program. Not all colleges will find it necessary to consider all of the concerns mentioned above. Some faculties will have a need to focus on selected items while others will want to modify each one according to the local situation. For example, if a college has already developed forms of linkage with public schools through the development of multiunit schools or teacher centers, the approach may call for different phasing and different kinds of staff utilization. The twelve concerns are only *concerns* and not linear steps in a change model.

These considerations are experience based. As the faculty in the College of Education, The University of Toledo, developed the now existing CBTE program, certain conditions arose which demanded attention. Some procedures were successful in bringing about the desired change while others were not. The suggestions cited above enabled the College, over several years, to implement the program and organization described in the following section.

The University of Toledo's CBTE Program Background

During the fall of 1967, the University of Toledo, in cooperation with a consortium of the twelve state universities in Ohio, designed a comprehensive model elementary teacher education program using United States Office of Education funds. It was predicated on the philosophy that the preservice teacher who completes the program will be prepared to employ teaching behaviors which will help every child whom he teaches to:

1. Acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.
2. Acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.
3. Acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers.
4. Acquire a positive attitude toward school and toward the learning process.
5. Acquire the habits and attitudes associated with responsible citizenship.
6. Acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.
7. Acquire opportunity and encouragement to be creative in one or more fields of endeavor.
8. Understand the opportunities open to him for preparing himself for a productive life and enable him to take full advantage of these opportunities.
9. Understand and appreciate as much as he can of human achievement in the natural sciences, the total sciences, the humanities, and the arts.
10. To prepare the world for rapid change and unforeseeable demands in

which continuing education throughout his adult life should be a normal expectation.

These broad goals for teacher education were adapted from a statement on educational goals prepared by the Committee on Quality Education for the State of Pennsylvania.[1]

These ten goals constituted the starting point in the process to develop more specific objectives. They were considered within five contexts and behavioral objectives were written for each context which would help the preservice teacher attain these goals. The contexts were:

1. Instructional Organization
2. Educational Technology
3. Contemporary Learning-Teaching Process
4. Societal Factors
5. Research

Over 2000 behavioral objectives were generated by context with each context further divided into major subjects and topics. These objectives, after refinement during the feasibility study, became the nucleus of the University of Toledo's present competency-based programs.

The specific assumptions upon which the University of Toledo's CBTE programs are based are:

1. The programs require the development and utilization of individually guided education techniques.
2. Elementary teachers shall be prepared as specialists in one field and as generalists in the other three major curricular areas of the elementary school.
3. Teachers shall be instructed by and taught to utilize the most recent technological and media innovations.
4. The programs shall apply operant conditioning as well as practices dictated by developmental psychology as appropriate.
5. The programs require an awareness of, and appreciation for, the differences existing in society today.
6. Teachers in the programs will know how to assess the effect of their own teaching behavior and style.
7. The programs will incorporate various levels of experience in order to approximate more ideally the realities of teaching.
8. The public schools are a vital part of the teacher education programs.
9. The university must be changed in ways conducive to the needs of the programs and these changes must precede other activities.
10. Teacher preparation is continuous.

The Public Schools as a Vital Part of the Teacher Education Programs

Paralleling the development of the competency-based teacher education programs on campus, the College began inservice programs to introduce and support educational innovations with school systems in the Greater Toledo area. One aspect of this activity was the development of Individually Guided Education and Multiunit Schools (IGE/MUS). This innovation was modeled after the IGE/MUS concept developed by the University of Wisconsin Research and Development Center for Cognitive Learning. Twenty-four IGE/MUS schools are now operative in the Toledo metropolitan area and serve as laboratory schools for the elementary CBTE program.

Individually Guided Education and its component, the Multiunit School, is logically combined with CBTE as many of the elements in each are compatible. The combining elements are apparent in the following description.

Individually Guided Education

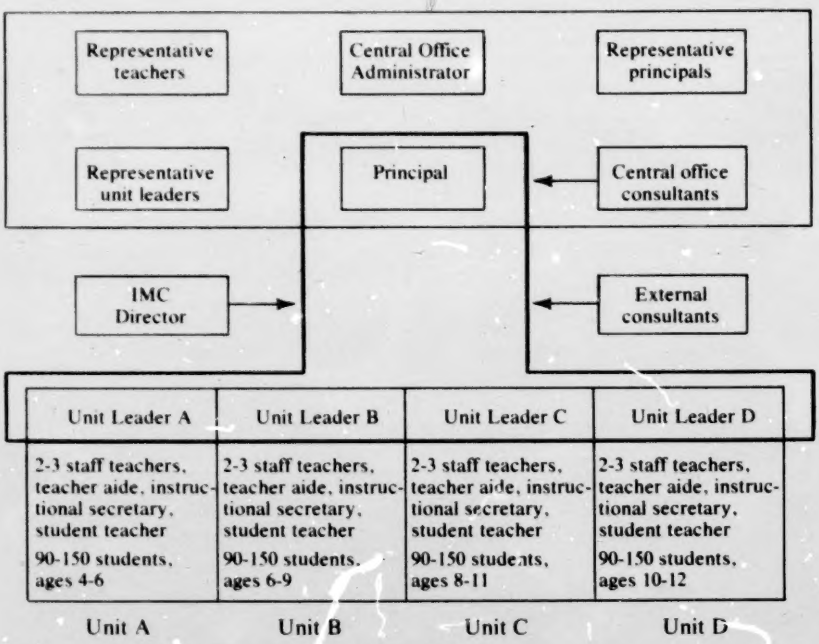
"IGE is a comprehensive system of education and instruction designed to produce higher educational achievements through providing well for individual difference among students in rate of learning, learning style and other characteristics."[2] The components of IGE are:

1. An organization for instruction and a related administrative organization at the building level as well as the central office. (The Multiunit Organizational Structure.)
2. An instructional programming model.
3. A model for developing measurement tools and evaluation procedures.
4. Statements of instructional objectives, criterion referenced tests and observation schedules and curriculum materials.
5. A program of home-school communication to support pupil motivation and learning
6. Facilitative environments in schools, central offices, state education agencies, and teacher education institutions.
7. Research and development to generate knowledge about the program and to test materials and procedures.

The multiunit school is an organizational arrangement of teachers designed to facilitate the implementation of IGE. As seen in Figure 1, three to five teachers, one of whom is the unit leader, assume responsibility to plan, implement and evaluate instruction for from 90 to 150 multiaged youngsters. Each unit is also serviced by an aide and a student-teacher or intern. A major focus of the multiunit school is that of shared educational and instructional decision making at appropriate levels. Organizational structure with overlapping membership encourages communication and decision making. The *unit*, under the leadership of the unit leader who chairs the bi-weekly unit meetings, is the key decision making group planning instruction for the children in the unit. The Instructional Improvement Committee (IIC), chaired by the principal and composed of the unit leaders from each unit, deals with curriculum issues and coordinates educational policy in the building. The System-Wide Policy Committee (SPC) is designed to support the implementation of the multiunit organization. These structures provide communication linkages from staff teachers through to central office. Decision making and accountability at the building level are encouraged.

Figure 1.

Organizational Chart of a Multiunit School[3]

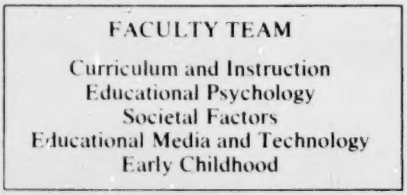


A second major component of IGE is the *instructional programming model*, which includes:

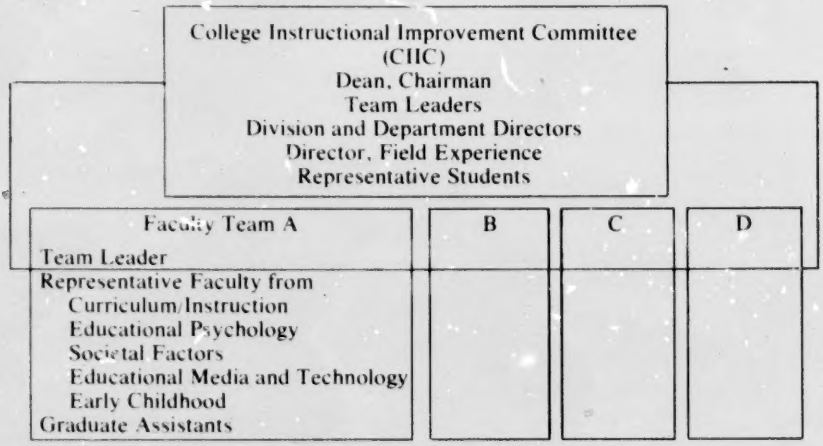
1. The broad range educational objectives for the students of a building in each curriculum area.
2. The range of objectives for sub-groups of students.
3. Assessment of objectives, learning style, motivational levels of *each* student by use of criterion referenced tests, observation schedules and work samples.
4. Short term instructional objectives for each child.
5. The instructional program for each student in terms of the amount of attention and guidance by the teacher, the amount of time in interaction among students, the use of materials printed and audiovisual and direct experiences, the learning mode (one-to-one, small group or independent), the use of space and equipment and the amount of time in adult led or student led small and large group activity as well as independent study.
6. The assessment of attainment of designated objectives and setting of new instructional objectives.
7. Recycling if appropriate.

The instructional programming model in the IGE school parallels the module format in the College. It is into such a setting that the college student in the CBTE program at the University is placed. The student is assigned to a team of classroom teacher educators and is directly under the guidance of the unit leader. In this situation, the student of teaching has the opportunity to observe several teaching styles, personalities and is less likely to model his behavior after any one single teacher.

Not only is the instructional format similar in both settings—college and public school—but also the decision making organization. The College faculty is organized into interdisciplinary faculty teams under the guidance of a team leader. Graduate assistants are assigned to teams as instructional aides as are student-teachers in the school.



The College teams also meet bi-weekly and are chaired by the team leaders. In addition, the College Instructional Improvement Committee (CIIC), chaired by the Dean, is composed of the College team leaders, department and division heads. This committee is the policy making group for the CBTE program.



Moreover, the Team Council, comprised of the team leaders, meets weekly to iron out more specific coordination concerns between the teams.

Since the original CBTE model was developed it has been expanded to include the secondary program and thus, all undergraduates are enrolled in one of the CBTE programs. Efforts are currently underway to apply aspects of the IGE/MUS concept to secondary schools in the area. Secondary schools which employ differentiated staffing or team teaching techniques serve as laboratory schools for the secondary education CBTE programs.

The University of Toledo's CBTE programs consist of three major components:

1. Career Decisions
2. Professional Year
3. Student Teaching

Career Decisions

Career Decisions is a two-quarter, eight credit hour program required of all students entering the College of Education and it is taken during the freshman or sophomore years. This phase of the CBTE program was implemented in the fall of 1970, with all freshmen who entered the College. This totalled approximately 800 students.

Career Decisions is designed to provide the student with experiences which will enable him to decide whether he wishes to pursue a career as a teacher. The student spends two hours per week on campus in small group classroom instruction and one hour in large group instruction. In addition, he is required to spend one-half day per week in a related field experience.

Career Decisions is competency-based, modularized, and team taught. The faculty teams serve as teachers and undergraduate advisers. The adviser relationship continues after the student completes Career Decisions until the junior year when he is reassigned to an adviser from the professional year staff.

Professional Year

The professional year component of both the elementary and secondary programs is the heart of the CBTE programs. At the elementary level there are four, eight quarter hour courses into which the modules are divided and at the secondary level the modules are spread over two quarters, one for ten quarter hours of credit and one for twelve quarter hours of credit. Currently, there are 50-100 students enrolled in each course.

The fundamental principle that underlies the progress of the student through both of the programs is that module achievement, not time, should be held constant. A student may work as rapidly or as slowly as he chooses but he cannot progress to the next module until he has demonstrated competency at the prerequisite stage.

Each course and set of modules is field-based and every effort is made to ensure that content and practice introduced on campus relate to actual practice in the field. An indepth experience required in a school setting where the student can demonstrate the competencies is required for each set of modules. At the elementary level all field experience takes place in multiunit schools since the multiunit school has been designated as the elementary component of CBTE-CBTE/IGE/MUS/E. At the secondary level, students are assigned whenever possible, to schools which employ team teaching strategies.

The use of traditional course numbers and credit allocation is observed in order to provide the University registrar with information compatible with the system for recording credit presently in use at the university level. Currently letter grades are also given for the successful completion of the modules. The faculty wishes to move to a pass-fail system of grading as soon as it can be arranged within the University structure.

Students who do not complete the modules are recycled. When they fail to complete repeated modules and encounter difficulty with several modules, they are generally counseled out of the program. Currently about 90 percent of all students successfully complete all modules.

Student Teaching

A sixteen quarter hour student teaching experience culminates the CBTE programs at both the elementary and secondary levels. Since the field-based professional year modules give the student opportunities to engage in activities which are normally reserved for student teaching in traditional programs, the student's final laboratory experience (student teaching) more closely approximates that of a regular teacher. He becomes a full functioning teacher, diagnostician, and decision maker.

Criterion-referenced checklists have been developed to evaluate student teaching performance. These criteria include the terminal performance criteria of the modules which have been taught prior to the student teaching experience. The final determination of whether the student has met the criterion lists is made by the cooperating teacher and college supervisor on the basis of data collected using the common criteria.

Continuing Cooperation and Coordination

In order to facilitate a supportive environment for our students and to foster a continuing partnership with the schools, the teacher center concept has been developed. Each College team has a cluster of schools cooperating in the field activities associated with the modules taught by the College team. Each professor serves as a facilitator to one of the schools in the center.

TEACHER CENTER A

College Team A	*Multiunit Schools*
Professor A	School 1
Professor B	School 2
Professor C	School 3
Professor D	School 4
Professor E	School 5

The College facilitator assumes responsibility for

1. Coordinating the field experiences of the career decisions aides, the professional sequence student and the student teacher.
2. Serving as consultant by attending the IIC and unit meetings.
3. Identifying inservice needs of the school.

Personnel from the centers meet periodically to discuss the field components of the modules, the college student's performance in the classroom and the refinement of the IGE/MUS concept.

Difficulties Encountered in CBTE Development

The major difficulty encountered in developing the programs was finding ways to involve all faculty who would ultimately be required to teach in the CBTE programs. Due to the dynamic leadership of the Dean, the faculty finally determined that they had best help shape their destiny and they worked diligently and far above and beyond the call of duty to develop the programs.

The following are areas in which we are still seeking answers:

1. What are *the* skills and competencies which are most important for teachers to have?
2. What are the generally agreed upon knowledge, performance, and product criteria essential in CBTE programs?
3. How are the criteria identified?
4. How are the criteria evaluated?
5. How can teaching behavior and pupil learning be assessed?
6. How can a CBTE program in all its complexity be managed?
7. How can the program be best evaluated and by what criteria?
8. Are we preparing *better* teachers in our CBTE programs than the ones we trained in the old program?

These, we believe, are not insurmountable problems. We have developed an extensive evaluation model which when put into operation will aid us in acquiring the answers to these and other questions. Additional funds are needed in order to make the evaluation design operational. We believe that our present implementation efforts are merely our best approximation of the ideal program which was originally designed. Through a series of successive approximations we will ultimately reach the ideal. In the meantime, we continue to strive for it.

In Retrospect

If we were to go back and redesign the University of Toledo's CBTE program based on what we have learned, there would be very little changed. The stages which we went through were important because the program needed to evolve as the faculty's program and not as a curricular design imposed by the administration. Those who are ultimately going to be affected by decisions must be involved in the decision making. Such was the case of faculty involvement in the development of the University of Toledo's CBTE programs.

Unlike traditional teacher education programs, CBTE programs are in a constant state of becoming. When program revision stops and programs cease becoming, the demise of CBTE will be near.

Selected References

1. *A Plan for Evaluating the Quality of Educational Programs in Pennsylvania*. Educational Testing Service: Princeton, New Jersey, 1965.

2. Klausmeier, Herbert, et al. *Individually Guided Education and the Multiunit School*. Wisconsin Research and Development Center for Cognitive Learning: Madison, Wisconsin, 1971, p. 17,18.

3. *Ibid.*, p. 21.

Donald Chase
William Harris
Margaret Ishler
Bowling Green State University

PROCESS TO PRODUCT: A COMPETENCY-BASED TEACHER EDUCATION PROGRAM IN STUDENT TEACHING

Establishment of the Bowling Green State University Competency-Based Student Teaching Program appeared as the result of logical process through identification of teaching skills during revision of the student teaching evaluation form. The development and use of the competency program resulted from attempts to describe more effectively and efficiently the abilities required of the prospective teacher.

Beginning and unknown artists must present their works to make a sale. The architect must prove ability in design and planning for construction before building can begin. The physician must exhibit the necessary skills to begin practice, and logic provides that the beginning teacher must exhibit evidence of competency in teaching before being allowed to teach as a professional. The obstacle confronting many programs has been —"What evidence?" The question in actuality is—"What evidence, for whom?" The charge in the establishment of the BGSU program was to make basic decisions on:

1. What competencies will be delimited and evaluated?
2. How will these competencies be evaluated?
3. Who will receive the evaluations and for what purpose?

It was assumed the evaluations would be conducted by the cooperating teachers from the schools and the clinical supervisors from the University. Needed were guidelines for all concerned: the student teacher, the cooperating teacher, the University clinical supervisor and the prospective employer.

Development of Basic Competency Areas and Performance Objectives

Of primary concern in the development of basic areas of competency and performance objectives for student teachers was the establishment of a consortium of interested and representative parties from all aspects of the affected population. Discussions were held with teachers, student teachers, school administrators, placement officials, methods instructors and student teaching supervisors. It appeared quite evident that an unlimited number of performance objectives could be written for the multi-faceted experiences available as a teacher. A basic premise was accepted by all concerned that objectives should be limited in number and be representative of the basic skills expected of a beginning teacher. Placement officials and administrators provided valuable input in describing those skills and characteristics they were seeking in the prospective teacher. A determined effort was made to effectively describe what the prospective employer wanted to know.

After an extensive review of the literature, including findings from research,[1,2,3,4] the nature of teaching,[5,6,7,8] and theories of learning,[9,10,11] a list of objectives was formulated which represented a global approach to the establishment of a competency based student-teacher program.

Reference to the literature was of considerable help in defining basic com-

petency areas and in providing reasonable limitations upon the competencies selected and developed by the consortium.[12,13,14,15]

As a result of the many inputs, six basic areas of competency were chosen to be evaluated. They are:

(1) Human Relations Skills
(2) Communication Skills
(3) Planning for Instruction
(4) Instructional Techniques
(5) Evaluation
(6) Subject Matter

The first five areas were designated as applicable to all student teachers. The chemistry teacher needs human relations skills as well as the elementary teacher. The social studies teacher needs communication skills as well as the physical education teacher. The sixth area, subject matter, is the point of discrimination and individualization in that it appears there are some skills the physics teacher needs that the English teacher does not and the elementary teacher needs some special skills that other areas do not, and so on.

In order to establish the competencies for subject matter, a number of meetings were held to provide interaction between public school teachers, university methods instructors and student teaching supervisors. The strategy was as follows:

(1) establish a list of skills unique to the subject matter area.
(2) write the skills on performance terms.
(3) determine various methods of measurement of the skills as described in the performance objectives.

Performance objectives were written in the basic competency areas, including the subject matter area, by a variety of individuals pooling their ideas and perceptions of the needs for a beginning teacher. The number of objectives was limited, intentionally, to include from 5 to 12 for each area. Each competency area is, however, open-ended and an agreement between the cooperating teacher, the student teacher, and the university clinical supervisor can expand or reduce the performance objectives to satisfy the unique circumstances of the assignment and the goals of the individual student teacher.

Figure 1 shows the performance objectives in five of the six competency areas as they appear on the student teacher's evaluation form and Figure 2 shows the first and last pages of the form, which deal with summary statements on the competency areas.

Modules

Students begin student teaching with a variety of skills and experiences at their disposal. Some face the necessity to complete an established performance objective with limited or no experience. To provide assistance or reinforcement for those students, learning modules were produced for the performance objectives. The modules are of different varieties. Some are pre-test, post-test modules, some descriptive, some explanatory; however, all modules were produced to allow completion within a one to two hour limit. A long and extensive module may be well conceived, but if the student does not complete it, it has little value. Two basic assumptions were made for use of the modules; (1) all students are not required to do all modules. The student would complete only those modules for performance objectives with which he needs help. (See Figure 2.) (2) the modules are used on an

Figure 1.

Performance Objectives

AC—Acceptable, ANI—Acceptable Needing Improvement,
U—Not Acceptable or Unsatisfactory

COOPERATING TEACHERS AND CLINICAL SUPERVISORS: Please refer to the BGSU Cooperating Teacher Handbook for suggested methods of measurement of performance objectives.

EMPLOYERS: Please see the student teacher's credential portfolio for more detailed examples of the student's performance in each of these competency areas.

I. Human Relations Skills

_____ 1. Exhibits cooperation and rapport with students, faculty, peers.
_____ 2. Exhibits sense of responsibility and dependability.
_____ 3. Exhibits enthusiasm and warmth in the student teaching experience.
_____ 4. Acts as a professional educator.
_____ 5. Follows specific rules and policies of the school.
_____ 6. Uses effective methods of control and discipline.
_____ 7. Displays sense of humor in the classroom.
_____ 8. Demonstrates good housekeeping habits.

II. Communication Skills

_____ 1. Writes clearly, legibly, and in an organized manner on:
1. the chalkboard
2. students' papers
3. duplicated materials
_____ 2. Constructs, when applicable, bulletin boards or display materials.
_____ 3. Shows ability to operate various types of AV equipment, and uses AV in the classroom.
_____ 4. States orally clear, concise directions and instructions.
_____ 5. Uses verbal questioning techniques in various grouping patterns.
_____ 6. Uses effective non-verbal communication techniques.
_____ 7. Uses a variety of voice projection techniques.

III. Planning for Instruction

_____ 1. Formulates **daily** written lesson plans.
_____ 2. Incorporates problem - solving techniques for pupils in lesson plans.
_____ 3. Constructs behavioral / performance objectives in subject matter field.
_____ 4. Formulates written **unit** lesson plan.
_____ 5. Provides for individual differences among pupils in planning.
_____ 6. Plans a variety of teaching strategies.
_____ 7. Provides evidence of command of up-to-date subject matter information.

IV. Instructional Techniques

_____ 1. Secures pupil participation in class activities.
_____ 2. Organizes/instructs on one-to-one basis, in small and large groups.
_____ 3. Accepts student ideas and opinions.
_____ 4. Shows flexibility to student needs and ideas.
_____ 5. Supplies proper physical materials for planned lessons.
_____ 6. Transmits personal knowledge or subject matter into meaningful, relevant experiences for the learner.
_____ 7. Explains subject materials and ideas at age/ability level of the class.
_____ 8. Constructs, interprets, and uses a sociogram in the classroom, when applicable.

V. Evaluation

_____ 1. Constructs a classroom test using a variety of questions.
_____ 2. Uses a classroom test as a learning device.
_____ 3. Makes an item analysis of a classroom test, where applicable.
_____ 4. Makes use of and studies the results of an observational system for classroom analysis, such as Flander's Interaction Analysis.
_____ 5. Uses various methods of self-evaluation.

VI. Subject Matter: (See Student Teacher Credential Portfolio for the student teacher's performance objectives in the subject matter area. Each student teacher completes performance objectives unique to the subject matter and/or individual needs.)

individual basis; however, some of the modules may be used for group study during the seminar. Along with the modules the Field Experiences Department is developing video-tape demonstration clips on the different performance objectives as performed by student-teachers in the field. These tapes will be available for viewing by students and cooperating teachers.

Figure 2.

Student Teaching Summary Report, College of Education, Bowling Green State University, Bowling Green, Ohio 43403

Last Name	First Name	Initial	SS #
Campus Address	Zip Code	Phone	
Home Address	Zip Code	Phone	
Name of Participating School	City	State	Zip Code
Name of Cooperating Teacher(s)		Grade-Subject Taught	
Major(s) (GPA)	Minor (Overall GPA)	Quarter	Year

TO THE EMPLOYER: This student teacher has been practicing in the BGSU Competency-Based Student Teaching Program. The basic competencies have been evaluated during an 11-week experience in the schools. The student teacher has been held accountable for specific performance objectives. A general indication of performance is given in this report. More detailed information on this evidence is contained in the Student Teacher's Credential Portfolio and will be supplied by the student at a personal interview.

TO THE CLINICAL SUPERVISOR AND COOPERATING TEACHER: BASED ON EVIDENCE COLLECTED, please write SUMMARY comments indicating the evaluation of this student teacher in the competency areas described below. Refer to the performance objectives for the greater part of the information written. Please use short phrases. If written legibly in ink, it is not necessary to type.

I. HUMAN RELATIONS SKILLS: (Sense of humor, cooperation and rapport, dependability, acceptance of responsibility, enthusiasm, professional attitude and conduct, effective methods of control and discipline, housekeeping habits.)

II. COMMUNICATIONS SKILLS: (Writing and oral expression, verbal questioning techniques in various grouping patterns, non-verbal communications, voice projection, ability to operate AV equipment.)

III. PLANNING FOR INSTRUCTION: (Formulation of written daily lesson plans and written unit lesson plan, integration of problem solving techniques, construction of behavioral performance objectives in subject matter, utilization of a variety of teaching strategies, providing for individual differences.)

IV. INSTRUCTIONAL TECHNIQUES: (Pupil participation, flexibility, acceptance of student ideas and opinions, transmission of personal knowledge of subject matter into relevant experiences for the learner, construction/interpretation of sociograms, organizes/instructs on one-to-one basis, and small and large groups planning.)

V. EVALUATION: (Uses a classroom test as a learning device, uses methods of self-evaluation, constructs a classroom test using a variety of questions, makes item analysis of a classroom test, uses and studies results of an observational system for classroom analysis.)

VI. SUBJECT MATTER: (Also see student's portfolio for objectives unique to student's subject area.)

STATEMENTS OF PERCEIVED PROFESSIONAL POTENTIAL AS A BEGINNING TEACHER:

Cooperating Teacher: .....

.....

.....

Student Teacher: .....

.....

.....

Clinical Supervisor: .....

.....

.....

Cooperating Teacher | Student Teacher

University Clinical Supervisor | Date

The Credential Portfolio-Evaluation Evidence

The Bowling Green State University student teacher is required to build a credential portfolio to offer evidence of his competencies to the school administrator. It is the responsibility of the student-teacher to gather the completed evidence and establish a format for presentation of that evidence at interviews with prospective employers. Each student-teacher must complete a portfolio, but the quality of the presentation is left to the individual.

The credential portfolio may contain the following kinds of evidence:

1. The performance objectives used for student-teacher's evaluation, with a rating classification of either *acceptable* performance, *needs improvement*, or unacceptable plus written evaluation statements on each competency area from the cooperating teacher and the University Supervisor.
2. Written examples of daily and unit lesson plans, tests, sociograms, and/or other selected materials applicable to the student's assignment.
3. An audio-tape recording of a teaching situation or interaction with children as pupils.
4. Modules completed in certain competency areas.
5. A transcript of credits and course experiences.
6. A handwritten report of the field experience by the student-teacher.
7. Results of standardized tests related to teaching.
8. A video-tape recording of classroom performance.
9. A summary of pupils' evaluations of the student-teacher's performance.
10. Photographs of bulletin boards, chalkboards, interaction with pupils, classroom activities.

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11. Additional portfolio evidence relating to the student's unique assignment such as
    - learning packets developed by the student-teacher
    - examples of pupils' work
    - mini-course developed and taught by the student
    - teacher in his free hour
    - contributions made to school

The credential portfolio, after two years of use, has become a valuable tool for the interviewing teacher prospect. Administrators have indicated positively that the evidence presented is an important factor in the final decision of which to employ a candidate. Feedback from previous student-teachers concerning the positive value of the portfolio has filtered back to current student-teachers and the quality of evidence presented is rapidly increasing. Presenting evidence of competence in teaching in those areas outlined by the concerned population appears a logical part of the teacher education process.

Functioning of the CBTE Student Teaching Program in the Field

The Bowling Green Student Teaching program includes *centers* (concentration of 20 to 24 student-teachers in one building with a full-time University supervisor in residence) as well as *clusters* (student-teachers placed within a limited geographic area with a full-time University supervisor). The following account is that of the program's functioning in a large suburban high school center.

The student-teacher becomes acquainted with the competency-based program in an all-day seminar the first day of the student teaching quarter. At this time the supervisor provides him with an overview of the program, administers diagnostic tests to check cognitive knowledge essential for completion of certain performance skills, and distributes modules for those competencies related to activities for the first two weeks of the field experience. In this session the student-teacher learns that the program has two predominant characteristics: (1) focus on the student-teacher learner and (2) explicit learning goals. (These goals are referred to as performance objectives within the six competency areas.

The student-teacher during this first meeting formulates his personal performance objectives that reflect his expectations for himself in this period. These objectives are included in his credential portfolio along with the program performance objectives.

The student-teacher then proceeds through the ten week program as depicted by the diagram in Figure 3.

Seminars play an important part in the instructional phase of the program for it is in these frequent meetings that unfamiliar or problem performance objectives are discussed and practiced.

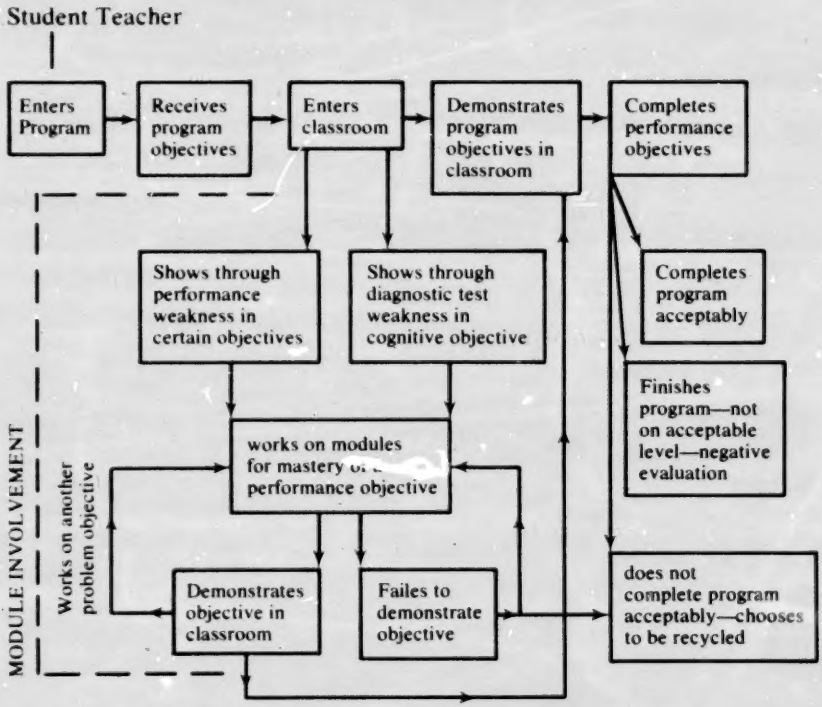
If the student-teacher is not able to complete the competencies in one quarter he can be recycled through the program or shifted to appropriate course work leading to graduation but not to state certification.

Cooperating Teachers & Data Gathering

Familiarizing cooperating teachers with a competency-based program involves close contact between the University supervisor and the school fac-

Figure 3.

Progression of a Student Through Bowling Green State University's Student Teaching Program


Student Teacher
Enters Program
Receives program objectives
Enters classroom
Demonstrates program objectives in classroom
Completes performance objectives
Shows through performance weakness in certain objectives
Shows through diagnostic test weakness in cognitive objective
Completes program acceptably
Finishes program—not on acceptable level—negative evaluation
works on modules for mastery of performance objective
MODULE INVOLVEMENT
Works on another problem objective
Demonstrates objective in classroom
Failes to demonstrate objective
does not complete program acceptably—chooses to be recycled

ulty. Bi-monthly meetings were held to explain the program, examine the modules and present certain supervisory techniques to use in gathering data.

Teachers had difficulty making the cognitive leap between normative and criterion referents in evaluation. To facilitate this process, in-service instruction was held in the meetings to emphasize the "how's" and "why's" of the data gathering process so that teachers could accumulate objective data for feedback and evaluation to promote the student-teacher's progress. Certain supervision instruments such as Flanders Interaction Analysis, Indiana Behavior Management System, and Love-Roderick Non-Verbal Categories were taught to cooperating teachers to help them gather objective data for the student-teacher's analysis and for performance evaluation. The teachers were encouraged to gather data throughout the quarter on the demonstration of the competency objectives through such means as the above instruments plus audio tapes, anecdotal reports, verbatim transcripts, and student reports. Data was to be shared with the student-teacher in daily conferences and with the University supervisor during the mid-term and final evaluation conferences.

A graduate course, The Cooperating Teacher in Student Teaching: Roles and Responsibilities, was developed and taught to interested cooperative teachers. In the course, the cooperating teachers learned the skills necessary to perform the competencies of supervision as specified by Spanjer in *Teacher Preparation: Supervision & Performance*.[16]

Assessment

The student-teacher's progress, as demonstrated by the successful completion of each competency area at the minimum level of performance for a beginning teacher, is monitored carefully and continuously throughout the quarter by the cooperating teacher and the University supervisor. Explicit evidence is used, whenever possible, to provide the data indicating completion or lack of completion of objectives. Formative assessment, based on data, is done by the student-teacher and his pupils as well as his supervisors. Summative evaluation performed by the cooperating teacher, University supervisor, and the student-teacher indicates each competency objective was demonstrated at an acceptable level (as defined in the modules), or at an acceptable level that needs improvement, or an unacceptable level. Space is provided on the evaluation form for summary comments as well as specific statements about the student's performance in each of the six competency areas.

Summative evaluation of the program is being undertaken in addition to the informal quarterly evaluation done by teachers and the student-teachers, through a research project soliciting responses from program graduates working in Ohio schools.

Reactions

Reactions to the CBTE program after two years of implementation in the field are positive from both the products and the cooperating teachers. Reports indicate decreased tensions for the student-teachers in that the performance objectives delineate the expectations of the program. The program has served as a communication focal point for the cooperating teacher and the student-teacher. It has also served as a basis for measuring learning outcomes. It has increased cooperating teachers' and student-teachers' awareness of the range of behaviors involved in teaching and has emphasized the need to gather objective data through use of supervisory tools to help promote professional growth through analysis and self-evaluation.

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Phillip L. Hosford
Jack O. L. Saunders
New Mexico State University

INITIATING A PERFORMANCE-BASED TEACHER EDUCATION CONVERSION ON A SHOESTRING*

The record of education is inundated with ideas that became fads or to which the response was tokenism. Some of the ideas deserved no more than that. In the last decade or so ideas were federally financed into seven figures that disappeared when the fiscal well went dry. Sometimes this was a good resolution. Bandwagons are about as attractive to professional educators as they are to other professionals.

In recent years performance-based education and even more emphatically performance-based certification could be labeled as one of the current bandwagons. Certainly, there has been some word inundation. One need not exaggerate the time and money involvement in subsidized study. Legislatures in some states have bought a panacea response with statutory decrees.

Basic PBTE Premises

To some it has seemed more important than bandwagons, even more important than subsidies or real and prospective legislative mandates, to capitalize the viable educational concepts that seem to be an essential part of the performance-based or any good preparatory program in teacher education.

It seems more than reasonable that a student has the right to know in advance of any course, activity or experience what is going to be expected of him to meet the requirements of that aspect of his preparation. It matters less that one calls these learning goals, a behavioral objective, a performance objective or a competency. The important element is the communication of the desired outcome of experience and if labeling and writing help the communication one ought to try to help learning that way.

Further, it seems imperative, if only to be honest and fair, to tell the student how, when, where, why, who and what, are going to be used to measure his performance of the stated requirement. One may doubt that "telling" is strong enough, for it is necessary to ascertain that communication has taken place. Again, what is chosen to name the methods of evaluation is secondary to the understandings from the outset and effectiveness of the various devices to measure.

Converting a teacher preparation program to a performance-based program is a difficult task for any college of education. Even if the effort is fully funded for a three-year conversion period including monies for a full-time director, professional faculty time for construction of modules and planning, office space, secretarial assistance and general overhead expenses, the actual implementation is achieved only to the degree of total staff commitment.

*For our purposes we make no argument as to which of the terms, "performance-based" or "competency-based," is the better or more definitive term. We invite the reader to select his own preference after he has read the material.

It is the motivation of administration and faculty that is going to move generalizations to specific descriptors and initiate change. Even if there is no outside funding, this seemingly insurmountable hurdle need not make the situation hopeless. One initatory procedure has proven workable at New Mexico State University and is the subject of this report.

The Conversion Process

The necessary commitment to certain elements of performance-based teacher education was first demonstrated when the administrative council of the College of Education recommended that one faculty member be freed one-half time for one semester to serve as coordinator for the PBTE effort. This faculty member was given a product assignment described as "sets of written descriptors of competencies and methods for their evaluation for each of the required professional education courses in our undergraduate program."

Does this sound familiar? The half salary for one semester was made up from a combination of monies budgeted in the College which ordinarily would have gone to research, faculty travel and other items. The same benefit could be achieved through a regular sabbatical leave assignment or such procedures as the faculty agreeing to carry the extra half-load for that semester.

Some external coerciveness existed since the State Department of Education had a task force "to explore" performance-based certification, but in itself, this was a known part of the bandwagon scene rather than a real motivator. Most faculty responded more to educational improvement possibilities than to other factors when the administrative council decided to invest its minimal resources in such a programmatic experiment. The plea for conversion of all core professional courses in the College to a PBTE syllabi base with the help of the half-time 'consultant' was generally received with approval.

With a small office, budget and part-time secretary, the consultant began his own PBTE update. Soon after, meetings were arranged with appropriate faculty members for the various courses, beginning with the freshmen introductory courses in education and culminating with the core courses in the Master of Arts in Teaching degree.

By the end of the semester, various degrees of conversion had been achieved in the courses. On the undergraduate level, the progress achieved correlated most highly with the degree of personal commitment to the basic ideas of PBTE of the faculty members involved. The faculty and the consultant found it was less difficult to convert an on-campus class than the field based experiences because more variables were involved and the control of activities were more generalized. Almost every current piece of literature about PBTE reports that it is easier to describe the required experiences or the performance desired than it is to resolve the problem of assessment of that performance. One surmises that the complexity of human variables, the problem of reducing observations and subjective judgments to writing and an implied coercive constraint of defending procedures causes the evaluation to move more slowly. In this experiment, the fact that progress continued even with the assessment obstruction can be attributed to two major factors: (1) the leadership of the in-house consultant was persuasive rather than coercive and he constantly supplied reinforcement for minor efforts as he led to

more major accomplishments; and (2) the faculty participants were constantly reassured that the outcome of this stage of development was tentative and experimental so that they were not irretrievably bound to a commitment which could prove to need considerable refinement.

Problems did appear during the semester of work. There was both praise and criticism. Each was directed at both the idea and the responsible personnel involved. But the product herein described was achieved and it can be evaluated.

At this writing the evaluation is that the one-semester product serves best as an assessment instrument in a continuing process of conversion and improvement. It will serve as a descriptor, or record of progress, in a dynamic process which should be facilitated through faculty and administrative efforts. But for now, the product may be viewed as separating Phase 1 and Phase 2 of the project and one sample of that product will be reviewed as an indicator of the whole.

A Sample Illustration

The Professional Seminar, Educ. 111, is a one semester hour course required of all freshmen in the College. Seven different regular professors in the Department of Elementary and Secondary Education were involved with one or more sections of Educ. 111 during the semester of Phase 1. These professors and the consultant met regularly to discuss, argue, hope, plan and write. The consultant anticipated difficulty in achieving any high level of agreement among so many professors, but his fears failed to mature because the faculty had agreed as a group upon the general goals of the course during a thorough and general curriculum reorganization accomplished in the program. A second agreement was readily reached—that no agreement was necessary in methods to be used to achieve the goals, that each teacher could and should select the methods he felt most appropriate to help his learners achieve the goals. Once questions of methodology were set aside as personal and not essential to a PBTE based syllabus, the discussion and work quickly progressed and focused on the remaining and very real problem of performance evaluation procedures.

Nine performance areas were identified, and performance evaluation procedures were specifically designed through faculty involvement. The areas may be generally described as: (1) written English expression; (2) educational program planning; (3) professional requirements; (4) certification requirements; (5) learning center observations; (6) observation reports to peers; (7) research of a selected teaching field; (8) analysis of experience and (9) demonstration of attitudes of interest and participation in his own and peer learning.

To illustrate the process, examination of the fourth goal of acquainting students with the processes and regulations of certification of teachers led to the following:

> The student will demonstrate his knowledge of salient points essential to meeting state certification requirements by correctly answering five test questions selected at random from a package of questions within a 10-minute individualized testing period prior to pre-registration week.
>
> Evaluation: The instructor will note the number of tries needed by the student to meet the objectives as stated and will complete item 4 of final checklist.

Given the goal, student performance objective, and the evaluation proce-

dures to be used, each instructor is free to develop the instructional procedures best designed to prepare the students to successfully demonstrate the required proficiency.

The whole question of module building was never broached. Module building is expensive in terms of faculty time and monies and with limited resources, module building received the lowest possible priority in the process. At this stage in the process, the tentative evaluation is that modules may be undesirable because of the tendency to dictate methodolgy. On the other hand, focusing on evaluation procedures forces consideration immediately on the critical area of concern for the student and forces development of innovative procedures. Most assessment procedures described in modules and programs to date are limited to performance on written tests, or at best are strictly quantitative evaluations or a coding of teaching behaviors.

In this performance-based course, as seems always to be the case, the evaluation problems seemed to center around the following:

1. How does one avoid an evaluation that is essentially a sheer quantity of output.
2. How can the instructor describe the elements of his professional judgment so they are clear and definitive.
3. What innovative assessments are relevant and varied enough so several aspects of performance can be evaluated.
4. What evaluations are "grade" oriented and what evaluations are diagnostic, or prescriptive and/or motivation stimulants.
5. How can the student provide data that are a manifestation of his performance.
6. How are performance options equated.
7. How are qualitative and quantitative elements meshed as indicators of desirable attitudes.

To answer these questions many devices were used. The most important premise was the student knew how these variables were evaluated. Peer judgments, student products, factors analyzed by the professor, feedback procedures, number of chances to succeed, options in assignments and specifically defined quality levels were all used in combination. The student and his teacher knew the how, who, what, when and where. "Mystery" was an unacceptable element.

Implications

The same foundation of concepts has been installed in other courses. It should not be implied that in one single effort that perfection is achieved. With an effort such as has been described there comes a mandated need to test, to revise, to specify, to re-design and to remain open to discovery. Grades in the first semester trial showed a tendency to move from a high skew to a more broad distribution. Instructors said they didn't have to guess and give the benefit of the doubt so frequently. Students will attend more to the "how" and "who" rather than the "how much" because they know the factors in professorial expectation.

One key to conversion to PBTE on a shoestring is proposed here. PBTE can serve as one of the most constructive and effective change agents in American education if the humanist and behaviorist can agree on the goals and discuss performances that indicate goal achievement. Arguments stem mostly from the means each would intend to use. We do best to leave the

means to the good judgment of the individual instructor based upon his own self-knowledge. Each should be trusted to conduct the instructional periods in accordance with his own style because then each will succeed in helping the greatest number of learners achieve the desired goals to the greatest possible extent. So it should be for any two people who teach in a good PBTE program—even one on a shoestring.

Caroline J. Gillin
USOE Teacher Corps

COMPETENCY-BASED TEACHER EDUCATION IN SMALL COLLEGES AND RURAL AREAS

Too often educators get the feeling that new ideas and innovations have better opportunities for success and implementation in larger universities and in urban areas. It may even be that this is used as an excuse not to test these ideas and innovations in small or rural areas and to await their implementation, success or failure in the urban areas.

But upon observation it is readily apparent that the smaller schools are microcosms of the larger ones and, therefore, can be excellent testing grounds. In fact, because of the size of those rural schools and smaller colleges, they might logically be more efficient as pilot sites for new ideas.

One such idea is competency-based-teacher education (CBTE). There is no element of CBTE that cannot be implemented in a small college or rural area.

Since there are not as many persons in any one department or school, it may be easier to bring all parties together. The pedagogical grapevine is not as complicated and so communication may be easier. I say "may" in both statements since there is no guaranteed collaboration or communication anywhere.

If this is so in the college, communication is probably even easier in the local small or rural schools. These educational personnel not only work together, but most likely live within the area. If the proponents of CBTE use these channels effectively, the sites for field experience and efforts of collaboration with the schools may be more easily established.

Although the local communities are often left out of educational innovations, it would seem very important to include local people in the development and implementation of CBTE. The idea of competence makes a lot of sense to lay persons and they can become allies and proponents of the system if they are properly involved.

And, if we accept the premise that CBTE is a system that used properly can equip teachers with the skills they need to assist children to take their place in a complicated modern society, then it becomes a necessity to use it in rural and small schools whether or not they are seen as appropriate microcosmic settings.

Is there some special formula for implementing CBTE in a rural or small setting? I think not. What must be done in larger places must also be accomplished in rural and small areas.

Perhaps these commandments of CBTE with their emphatic shall's and shall not's best relate what needs to be done or avoided in order to have a CBTE program.

1. Thou shall have a person (or cadre of persons) who understands CBTE and is committed to its implementation.

2. Thou shall use sound theory and data to prove to your associates and public that no other known system for training teachers is as comprehensive and as viable as CBTE.

3. Thou shall not develop a quasi-CBTE program, but strive to develop one that incorporates all the elements of CBTE: behavioral learner objec-

tives, specification of pre- and post-measures, appropriate modes of instruction (all of which shall be made public).

4. Honor those who have made strides in CBTE. Read and ponder well what they have done. Do not insist on reinventing the wheel.

5. Thou shall not kill the spirit of CBTE by using it in a dehumanizing manner.

6. Thou shall not commit adulteration by mere transformation of courses into modules, but thou shall see CBTE as a system and thus weed out duplication and irrelevant material.

7. Thou shall give proper credit to those disciples of CBTE whose efforts now make your work easier.

8. Thou shall not decry those who have not seen the light, but by your patience and hard work prove CBTE to be a viable alternative to today's operational teacher training programs.

9. Thou shall desire to use all that the leaders of CBTE have prepared.

10. Thou shall desire to have all that can be used for the implementation of CBTE and begin to provide for these in your budgets.

An eleventh commandment which insists on participation of local school staffs and community persons with college personnel can be vitally important to a dynamic beginning and continuation of CBTE programs.

Very simply, one begins a CBTE program in whatever department of education it seems most likely to succeed. However, the "shalls" of planning, studying, communication and testing are critical to its development and successful continuation. Continuation is used rather than a word implying a finished product because if CBTE ever becomes a finished product, then it has ceased to be the open system which characterizes it as subject to adaptation and revision.

Although the small or rural institutions may not have all the resources of larger institutions, their communication and collaboration of efforts may be easier, thus making implementation easier and perhaps more effective.

The best way to begin a CBTE program is to begin. Only then can the problems and successes begin. It is probably best to start small and then branch out. However, the extent of local readiness should be the base for how widespread the beginning should be. To do little could defeat the program, and to start too big could be unmanageable and, therefore, cause the program to collapse.

But if there is solid commitment to CBTE, plan well, have your resources available and well studied, and begin. If you plan and operate openly and honestly, your greatest supporters will be the students of education who have been so vocal in denouncing irrelevant, repetitive material in education courses and the lay community who want the best education possible for their children. If teachers are trained in CBTE programs, and if it holds true that teachers teach as they're taught, they will use a competency-based-system for their own teaching, and their pupils will reap the benefits. If schooling can be made more effective, then all the trials and tribulations of implementing a CBTE program become a success story.

Michael P. Wolfe
Phillip W. Bugg
Central Michigan University

PERFORMANCE CONTRACTING FOR STUDENT-TEACHERS

One of the major problems that a teacher trainer must resolve is the evaluation of the student-teacher's competency in terms of its effect upon changed pupil behaviors. All too often, student-teachers are evaluated only in terms of "teacher-like" behaviors, not in terms of direct effects upon learning as a result of those teaching behaviors.

McNeil says—

> . . . Teaching has been an ascribed profession. Teachers were valued for displaying certain qualities, ranging from kinds of language to specifications of handwriting, tone of voice, and manner of dress, whether or not they achieved results.

He continues—

> It is becoming essential to note the consequences of procedures and personal qualities upon learners: if the learners are not progressing as desired, the teacher has not been successful even if he meets ascribed requirements.[1]

In response to this problem, the authors have developed an evaluation model which documents student-teacher effects upon pupils through the fulfillment of a *mini-performance contract*. This contract was designed to serve as a communication vehicle between the student-teacher and teacher-trainer. It defines, in operational terms, exactly what the student-teacher must *produce* in terms of pupil learning, the conditions under which the teaching-learning is to occur, and the specific criteria that must be met. Behavioral objective writers will immediately recognize that this contract operates functionally in the same manner as the classic objective.

In designing this contract, the authors wanted to guarantee that three essential ingredients were included: (1) that successful completion of the contract (hence, student-teaching) was based upon pupil scores or achievement (including positive affect) of specific pupil objectives; (2) that the resources available to the student-teacher (e.g., time, materials, aides, etc.) were clearly identified and acknowledged; and (3) that the specific terms of the contract were negotiable by both teacher-trainer and student-teacher *before execution of the contract.*

This last essential was deemed necessary because a ground rule for performance was that once the terms of the contract were agreed upon, they could not be changed. This rule was to emphasize to the student-teacher the importance of living up to professional responsibilities, and to lend rigor to the evaluation.

The contract has gone through several revisions. The version presented here is a more specific version than earlier ones and additional refinements are still expected.

The student-teacher performance contract reads as follows:

PERFORMANCE CONTRACT FOR STUDENT-TEACHERS[3]

TIME: When the teacher trainee submits himself for pre-certification competency evaluation, and . . .

CONDITIONS:	. . . is given 1. the mandate to teach *25* learners* 2. the subject matter content described as *eighth grade unit on punctuation* 3. within a period of *four weeks* (weeks, days, hours) 4. with access to the following materials and equipment: *grammar text, programmed materials on punctuation, teacher prepared handouts on punctuation and unipacs* 5. with access to the following facilities: *classroom, library study carrel* 6. with access to the following personnel (aides, graders, assistants, etc.) *peer tutors, cooperating teacher*
PERFORMER:	. . . the teacher trainee
BEHAVIOR:	. . . will carry out those planning and teaching acts (organizing, curriculum selection, objective selection, test construction, materials selection, design, production, motivating, counseling, tutoring, etc.) . . .
OBJECT OF BEHAVIOR:	. . . for the creation and operation of a specified learning environment . . .
CRITERION FOR SUCCESS:	. . . such that significant learning gains for all named learners can be documented and attributed to that instruction in terms of the following criteria: 1. *80/80 criterion level where 80% of the students achieve a test score of at least 80% of the punctuation mastery test* 2. *an indication of successful provision for individual differences by negatively skewed post-test score distributions* 3. *a no-change or a positive-change in attitude toward* *a) subject matter content* *b) instructional method* *c) instructor*
MEASUREMENT TECHNIQUE:	. . . as measured by 1. *teacher trainee constructed pre- and post-criterion achievement tests* 2. *learner attitude survey*

*Italicized material is specific to a given student and is given here as an example.

Contract Elements

The elements of this contract are intended to be open-ended in order to offer each student-teacher maximum flexibility in adopting this instructional model to a unique teaching situation.

For example, the *time* of the semester that the student-teacher opts to initiate this contract occurs when he demonstrates that he has developed the specific teaching competencies for successful completion of the entire contract. The authors perceive this performance contract as a way to fuse all of the specific bits and pieces of prior experiences into a complete model of instruction and have criterion measures to evaluate the relative successes achieved with pupils.

The *conditions* of this contract must also be open-ended. Since our student-teachers work in diverse locations such as rural, inner-city, and suburban schools, the conditions must be self-selecting in terms of specific numbers of learners, content, time allotted for instruction, resources, facilities, and personnel. In addition, these conditions dictate different teacher styles and behaviors as well as different criteria selected for demonstrating mastery learning.

The student-teacher has total freedom and responsibility for planning, implementing and evaluating his contract under constraints imposed by Kibler, Barker, and Mile's, *General Model of Instruction*.[2]

This model is used to guide the student-teachers through the major steps for designing and implementing an instructional unit and to provide a framework for observing and analyzing the instructional process.

Briefly, this model calls for selecting, classifying, analyzing, and specifying instructional objectives. Secondly, the model prescribes a preassessment phase to determine what pupils already know, or can do, whether they have necessary prerequisite behaviors for this unit, and what instructional procedures could be prescribed for each student. Thirdly, following preassessment and any necessary adjustments in objectives, the instructional procedures are implemented. They consist of materials such as texts, films, handouts, etc., and the fusing of such materials into a teaching-learning strategy such as inquiry, contracting, unipacs, or simulation activities. Lastly, the student-teacher evaluates the pupils to determine how successful the instruction was in achieving the unit objectives. The feedback dimension of this model enables the student-teacher to analyze and interpret the relative success of pre-stated instructional intents.

Advantages

The mini-performance contract has a number of advantages. To begin with, the contract confronts the student-teacher with the whole responsibility of instruction, not just some isolated or fractional part. The student-teacher must plan, design, and implement instruction, then he must evaluate the effects of instruction and relate the results to specific planning, design, and implementing decisions.

The mini-contract focuses upon certain aspects of instruction that effect teaching-learning success, but which are often not dealt with in the student-teaching experience. For example, the student-teacher must consider the existing conditions which may facilitate or debilitate learning. These conditions include the number of students to be taught, the inherent difficulty of subject matter, the amount of time that can legitimately be allocated to the lesson, and such mundane items as space, desks, supplies, learning materials, and so on. Making the student-teacher identify and allocate resources does tend to help the student-teacher become aware of the whole learning environment and its effects.

One of the tremendous advantages is that the contract allows for great flexibility of teacher role and style. The contract seems suitable for all situations where specific pupil outcomes are intended and planned, or for which student evaluation is based upon specific criteria.

In the same view, the contract allows the student-teacher a measure of freedom and professional judgment in setting performance criteria and evaluation requirements. Both teacher-trainer and student-teacher may negotiate items of the contract prior to signing the final agreement. Negotiation may continue until the contract reflects the appropriate degree of rigor, professionalism, and feasibility.

For the teacher-trainer, the contract provides a structure and model for systematically training the teacher. Upon failure to complete the contract, both teacher-trainer and student-teacher may reflect upon specific elements of the contract, their execution, and identify problems or areas where the student-teacher needs additional study and experience.

The contract also provides a vehicle through which the student-teacher can demonstrate and document his own competency and accountability. It has been found that being able to accurately predict and plan the outcomes of instruction beforehand tends to build professional judgment and confidence in the student-teacher.

Finally, and perhaps most advantageously, the mini-contract helps the student-teacher to focus upon the terminal effects of a planned learning experience—that is, the resulting pupil behaviors as a consequence of teacher behaviors. This alone may do more to encourage self-examination and professional growth than other teacher-training activities.

Disadvantages

Unfortunately, the use of the mini-performance contract has a few disadvantages as well as advantages. The use of the contract is sometimes perceived by the student-teacher as restricting his freedom of choice and as being somewhat mechanical. To a degree, this is true. The student-teacher must document his own effectiveness in attacking an instructional problem. There is no denying that the student feels the pinch at "having to deliver."

The contract does not directly provide a means for assessing the other noninstructional roles and functions of the teacher such as counseling, professional service, and the like. Other ways and means must be used by the teacher trainer to adequately evaluate these qualities.

And finally, the mini-performance contract sometimes requires the student teacher to perform to higher standards than the cooperating teacher with whom the student-teacher shares the teaching responsibility. As a consequence, the student-teacher may feel unfairly imposed upon and the cooperating teacher may feel criticized or a measure of implicit censure. Obviously, this problem must be worked out with the individuals involved.

Advantages and disadvantages weighed, the mini-performance contract still proves to be a useful instrument in the training of teachers. Undoubtedly, many refinements are possible, but in an age of teacher accountability, competency-based instruction, and criterion-referenced testing, the mini-performance contract can do its part in helping student-teachers meet these new demands of professionalism.

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Robert C. Hatfield
Michigan State University

EVALUATION OF TEACHER COMPETENCE BASED ON PUPIL BEHAVIORS

The movement to change teacher education brought about by developments in competency-based programs is creating a need for redefining and reordering the procedures for evaluation of teachers. The current state of uncertainty in evaluation is partly due to this prevailing need, partly to the current state of research, partly by conflicting philosophical issues, and partly by the influence of past procedures. The need, therefore, seems readily apparent that new directions or new dimensions are crucial. In this paper the general model suggested by the AACTE, CBTE committee is not changed except to extend one dimension and to add a new dimension, but in our opinion significantly alters the focus of that model and of the procedure for selecting teacher competencies.

Cooper and others[1] describe the general areas for teacher evaluation as including (a) knowledge, (b) performance, and (c) consequences (or product). The sequence of these levels of evaluation has served as the basis for many attempts to establish better and more definitive efforts to write evaluation procedures in the burgeoning CBTE programs. It is our intent to focus on the performance area of this model and to add a dimension which in effect might be placed between performance and product when performance represents the teachers performance and product represents pupils.

Medley[2] reports a new model for formulating research and evaluation of teaching which includes the dimensions of:

(1) teacher attitudes
(2) teacher education program
(3) teacher performance
(4) student behaviors
(5) student learning

It is the dimension of student behaviors which we have focused on for a period of time in an effort to clarify evaluation procedures and to build a more solid base for the development and evaluation of what are commonly referred to as generic competencies. By substituting, in the Medley model just stated, the dimension of teacher knowledge for teacher education programs an ordering of different levels of evaluation of teaching becomes possible. We do not intend to exclude the areas of teacher attitudes, teacher knowledge or pupil learning as meaningless because our suggestion is that all of these dimensions are crucial in the overall evaluation of teacher competence. Our purpose, however, is to refer only to the teacher performance and student behavior in the hope of providing some new insights for the development of competencies and their evaluation related specifically to these areas.

The student behavior to which we are referring is the situation where students are interacting with the curriculum in a particular environment. It is at this level that we believe the teacher and student meet and where the teacher is facilitating the learning of a student. The focus here, however, is on the student and how the student is interacting and responding to the interaction instead of just what the teacher is doing. Consequently the evalu-

ation of a teacher is pushed into the realm of student behavior though not yet to the extent of evaluating the learning which takes place. Medley[3] suggests that this interaction between student behavior and student learning can be explored to identify more exactly, than we can currently. We could then postulate which behaviors might be most conducive for which students and for which specific types of learnings. At the same time, this dimension suggests that instead of looking directly at student learning as a basis for generic competencies one can look to student behavior as a key to the development of competencies which can then be related to student learning by research studies of a more controlled nature.

Looking at the other dimension of the model, teacher performance, competencies can be taught which will produce the desired types of student behaviors and the teacher can be evaluated on the basis of producing these behaviors not just demonstrating the skill. Again, the evaluation is not focused on whether the teacher can produce stated student learnings, essentially a composite of all things the teacher does, but on a step between teacher performance and student learning.

A deeper look at this dimension of student behavior will provide a better idea of exactly what our meaning represents. The basic postulation is that students learn as they interact with the teacher, other individuals, with media and materials, and with various other experiences. It is, of course, a basic premise of Dewey's[4] that the experience does count in learning and although the teacher can influence this experience, alter it and help maintain motivation and momentum toward learning, it is the student who is learning and is going to derive whatever makes sense to him from the interaction which he is experiencing. Aspy[5] has some evidence that as this involvement is intensified with more application and interest greater student learning does occur. Henderson and Lanier[6] refer to the influence that teachers exert in this environment and the teaching process suggested by several individuals such as Dell[7], and Kibler[8] and others is based largely on the premise that the teacher manages the situation and can effectively influence learning using certain techniques or practices which alter this framework. Consequently, there is the possibility that this dimension of the model may lead to determining teacher competencies and serve as a source for teacher evaluation. The two assumptions we are making, therefore, are that certain types of student behaviors (or interactions) are productive in student learning and can be identified and verified through research, and that certain types of teacher performances will relate to the creation of these student behaviors and these in turn can be identified and verified through research. By focusing on the interaction between each of these dimensions and not crossing from teacher performance to student learning for instance as indicated by Medley[9] research may become more useful.

Beginning from where we are now and the kinds of competencies generally being suggested it is possible to suggest a few of these student behaviors in order to initiate further study and research. It also is understood that we are talking about an area referred to as generic competencies which are considered beneficial to most types of teaching situations and important for most teachers to learn.

Examples include:

(1) students being supportive and cooperative
(2) students being attentive to class activities

(3) students participating in verbal interaction
(4) students following specific activities to completion
(5) students using media and resources for study

Such behaviors can be influenced by the teacher, and there is some acceptance that these types of behaviors aid students in learning. It also appears possible to develop instruments to evaluate teachers' efforts to develop these types of interactions, and they are focused on the student rather than just looking at what the teacher is doing. It is our opinion that these types of interactions represent what a teacher can actually generate in the learning process to facilitate student learning.

To further elaborate on how this idea fits into a teacher education program let us look at some possible teacher skills all of which might help to develop students being attentive in class activities. These include: use of designated conference techniques, techniques for controlling disruptive behavior of students, and managing overall activities in the classroom. In evaluating these types of teacher skills at the performance level two approaches could actually be used and perhaps should be used; (1) to see if the teacher actually used the techniques recommended (this might be done in a more controlled and simulated situation), and (2) to see if the teacher in fact achieves the purposes of the techniques such as a technique in conferencing where you confront the student who is not candid about a particular issue. The teacher is evaluated not just for using the technique but on whether the student is actually confronted in a meaningful way and responds to that confrontation. This does not mean, however, that the student alters his behavior as a result of the confrontation, but only that he responds to the technique used by the teacher.

Evaluating the teacher at the student behavior level would require one to determine if the students actually become attentive to the activities. This level of evaluation represents an extension of teacher performance and includes a more comprehensive evaluation of the teacher for several skills and indicates the teacher's success in influencing student behavior.

A complete teacher education program would provide a sequence of experiences and situations in which all of the suggested levels of evaluation, with necessary prior preparation, would take place but would at this "stage of the art" focus more on the performance and student behavior levels when determining if a teacher is competent to practice.

Using this idea the selection of competencies for a teacher education program would be to identify, based on the limited research and assumptions, those skills, etc., best judged to produce the desired student behaviors.

As a means for implementing this idea in a useful manner it is necessary to look at another concern in teacher evaluation, that of assessment and evaluation being two distinct activities. The assessment activity is one of being descriptive of a person's work without placing a value judgment on it or indicating the level of quality needed to be successful. Evaluation is when a value judgment is made about the quality of work. By looking at evaluation as including these two dimensions the whole procedure of evaluating teacher performance and student behavior becomes much more realistic. For example, instruments can be developed to record what is happening in regards to any particular activity by the teacher or student, conferencing can be used to obtain information, and products developed by the teacher and students can be collected and analyzed, and all of this can be done without placing judg-

ment on the quality of the data from any of these sources. By developing these types of instruments and by securing data from peers, self, students, and supervisors it becomes possible to establish standards given the constraints of a given situation and the use to be made of the assessment data.

An additional component in the evaluation process at the performance level is the degree of specificity at which the evaluation is applied. The value of putting together a competency which will be formally evaluated and that represents a significant teacher practice can be very meaningful whereas the evaluation of very specific skills which are then evaluated separately can be very mundane and without purpose. An example, for clarification, is to develop a competency such as: to facilitate interaction in a small group so that all members are participating in the task. An analysis of this competency would indicate that several enabling objectives are necessary if success is to be demonstrated. Some of the more specific enablers should include: to clarify responses made by students, to reinforce responses made by students who rarely participate, etc. By providing informal feedback and continuing to develop skills on these enabling objectives, until some mutual agreement is attained that the performance is satisfactory before being evaluated on the overall competency, insures that the focus of competencies becomes more significant and identified with the total activities of teaching rather than those which individually mean very little.

Using the procedures suggested in this paper the teacher candidate would complete the enablers for a specific competency, be evaluated at the performance levels indicated, and complete those competencies related to particular student behavior or a more complete set of competencies after which he would be evaluated on his success at the student behavior level. The next step would be the effect on student learning if that is desired.

The focus of this paper on student behavior (student interaction with the curriculum and environment) as the point of departure in determining competencies and for a major place in evaluation of teachers for certification has the potential of clarifying areas for research in teaching as well as for developing instruments and procedures for the evaluation of whatever competencies are developed in a teacher education program. As it is our belief that the current levels of teacher evaluation (knowledge, performance, product) have not been sufficiently defined or useful in fostering new evaluation procedures, and that one of the great possibilities for CBTE is the potential it holds for more effective competencies and their evaluation it is crucial that immediate attention be directed to this area.

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Robert A. Roth
Department of Education
State of Michigan

THE RELATIONSHIP BETWEEN TEACHER EDUCATION ACCREDITATION CRITERIA AND THE COMPETENCY APPROACH

As the concept of competency-based teacher education and certification takes hold across the country, there is an ever increasing need to re-examine accreditation criteria in order to apply them to these new programs. Competency-based programs have unique characteristics which distinguish them from current teacher education programs. These characteristics and related issues should be accounted for in approving teacher education programs for certification purposes. The standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) point out, "A number of States have begun the development of procedures for granting certification on the basis of demonstrated competence. Under such approaches new processes of evaluation of institutions may evolve."[1]

What is accreditation? Generally, it is a process of approval or recognition of programs to determine if they meet minimum pre-determined standards established by an organization or agency. The purpose of state approval of teacher education programs is to control and ensure quality of certified teaching personnel.

As an indication of the interest in CBTE by accreditation groups, it is noted that national, regional, and state agencies have accounted for this movement in their standards. The National Council for Accreditation of Teacher Education (NCATE) states that

> Curricula for teacher education are designed to achieve explicitly stated objectives. These objectives are determined in relation to both the professional roles for which the preparation programs are designed and the behavioral outcomes sought.[2]

The Federation of Regional Accreditation Commissions of Higher Education, in reference to non-traditional programs, requires "evidence . . . that the degrees are awarded on the basis of definite criteria and demonstrated competency . . ."[3] NASDTEC recognizes "the importance of performance criteria as the basis for teacher education curriculum planning."[4]

It may be useful to also define what a competency-based program is. Elam has provided a definition which is now well known throughout the country. His five essential elements are as follows:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are
   - derived from explicit conceptions of teacher roles,
   - stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
   - made public in advance;
2. Criteria to be employed in assessing competencies are
   - based upon, and in harmony with, specified competencies,
   - explicit in stating expected levels of mastery under specified conditions, and

- made public in advance;

3. Assessment of the student's competency
   - uses his performance as the primary source of evidence,
   - takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior, and
   - strives for objectivity;
4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion;
5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.[5]

If institutions are required to develop competency-based programs in a strict sense, then the components of this definition could be used as evaluative criteria for program approval. Other criteria which can be applied will be discussed with other program types under the general categories defined later in this paper. It should be noted that programs may incorporate the development of competencies yet not have all of the above components. Evaluative criteria will vary depending upon program structure and the components that are state required.

There are a number of approaches one might take in the organization of criteria for program approval. One method is to distinguish between input, process, and product standards. Input standards encompass faculty, physical plant, library holdings, and other similar traditional elements. Process standards refer to participants and their roles in program development and evaluation. Relationships of participants to each other and decision-making processes are clearly identified. Product standards relate to the outcomes of teacher education programs, that is, the competencies possessed by graduates of these institutions. Standards may be based on any of these elements, with specific criteria developed under a particular category. In the past, input standards have been the predominant mode. An eclectic approach utilizing all of these ways of viewing a program may now be in order, although emphasis in competency-based programs is on product aspects.

In reference to NCATE Standards, Herbert suggests that one should

> describe existing programs of various types in terms of the component criteria provided in the *Recommended Standards* and to formulate sets of explicit standards for each component of all the main types of program. The components of every program selected for study could then be rated . . . by standards applicable to programs of that type. . . . It would avoid the need to value one educational philosophy over another.[6]

He urges developing general categories which apply to all programs, but to interpret these categories differently through specific standards in order to account for programs with substantially different philosophical bases. Hence, a multiple standards approach based on program types is desired.

A third means of organizing criteria for discussion purposes is to follow the guidelines of one of the accrediting agencies, and supplement these criteria with standards from other sources which are subsumed by the general area. Specific applications to differing program types can also be pointed out similar to Herbert's suggestion. Due to the wide-spread use of NASDTEC standards and their particular support of competency-based programs, selected aspects of these standards will be used to provide a means of classifying criteria.

The relationship between accreditation and certification is perhaps a good point to begin the analysis. Under the broad heading of procedures for accreditation, NASDTEC standard 1.3.4 indicates that

> Inasmuch as State accreditation or approval of teacher education programs is directly related to certification, criteria for program approval and certification standards should be mutually supportive. The extent to which the programs meet both criteria and certification standards should be the basis for approval.[7]

Clearly, if designated competencies are required for certification, the college program must be accountable for these competencies and show evidence of their presence in the curriculum. Similarly, standard 2.3.2, admission to the profession, calls for "evaluation procedures to assess the quality of graduates when they complete pre-service programs and apply for a recommendation to become certified."[8] If certification is based on defined competencies, then the application for certification should be judged on the basis of these competencies, and appropriate evaluation procedures should be developed. In the approved program approach, the institution's recommendation for certification should be based on the individual's attainment of competencies.

An extremely important consideration in competency-based programs is the nature of the stated competencies. First, what is the scope of these competencies, do they deal with subject matter, pedagogy, and personal characteristics? What is the depth of the competencies, to what level of specificity are they stated? What is the source of the competencies; research, theory, practitioners, pupil objectives and priorities? Perhaps the most important question is what is the significance of the competencies?

In reference to retention practices, NASDTEC standard 2.3.3 recommends performance evaluations conducted as objectively and systematically as possible in order to determine professional competence. NCATE standard 3.2.2, also in reference to retention of students, ask "what information other than course grades is used to evaluate the achievement of prospective teachers?"[9] This standard requires specific criteria to assess academic competencies and personal characteristics appropriate to the requirements of teaching.

Assessment is a key area in the design of competency-based programs, and assessment of the program and of graduates will be discussed later in this paper. Adequate assessment of students currently enrolled in programs is vital to the success of competency-based teacher education. Pre-assessment and post-assessment on each module is heavily relied upon. A key component in assessment is the definition of standards of performance required for each competency. The statement of competencies is not nearly as difficult as the determination of the evidence one will accept that a competency has been achieved.

Drummond advocates that

> The agencies will specify the kinds of evidence they will accept as indication that a person has attained the competencies described which are believed necessary for a person to play a specified role at a given level. For continuing program approval, agencies will describe the nature and the extent of research conducted to evaluate the validity of the performance criteria being applied in connection with the listed competencies.[10]

Some states have already accounted for several of the above factors. The 1973 program approval standards in New York State require a list of competencies, relationships of the competencies to the role for which certifica-

tion is required, assessment techniques which are public and explicit, policies for pre-instruction assessment, and results of research to validate program competencies.[11] Florida has developed competency-based program approval standards which require that competencies are specified, procedures for determining when competency criteria have been met are specified, procedures for dealing with individuals who do not meet performance criteria are specified, and procedures for designating persons who have completed the program are specified.[12]

A second important area for any program is its purposes and goals. Under organization and administration of teacher education, NASDTEC standard 2.1 encompasses purposes and objectives. "These objectives should reflect the institution conception of the teacher's role and should be made explicit, both in formal statements and in evidence of their practical application as teaching behaviors."[13] NCATE maintains that objectives relate to "both professional roles for which the preparation programs are designed and the behavioral outcomes sought."[14] Teaching behaviors of student-teachers and interns should reflect a particular view of the teacher's role and should be used as evidence that explicit objectives are being achieved. This could also apply to recent graduates of teacher preparation programs. If an institution states its conception of the teacher's role, derives explicit objectives from this, and formulates possible expected teaching behaviors from the objectives, then this criterion can readily be evaluated.

In competency-based teacher education, maintaining records and developing a management system are particularly pertinent problems. Management of individual records, the total program, and teaching resources are all significant areas. The first area refers to keeping track of individual students as they progress through the program. The second area encompasses articulation of program elements to ensure factors such as appropriate sequence, elimination of unnecessary overlap, and developing cooperative arrangements for the establishment and maintenance of essential field experiences. The third area relates to assembling, developing, and making available teaching resources related to the achievement of the specified objectives. In competency-based programs the necessary resources that must be made available to students are much greater than in traditional programs. Management of resources applies to both human and material components.

In reference to management of individual records, NASDTEC standard 2.4.5 requires that "It should be the responsibility of the college to maintain an adequate system of student personnel accounting, including a permanent cumulative record of each student enrolled."[15]

A program which is built around modules and is individualized in this respect must develop ways of indicating where each student is in the program, the number of modules completed, the completion time for each module, the number of times an individual has recycled on a module, and other factors. Whenever competencies are used as a basis for a program, whether modules are developed or not, mechanisms for keeping records of competencies achieved by individuals should be developed for certification purposes as well as for information for prospective employers and program management. In individualized and modular programs the completion of modules (achievement of objectives therein) are not tied to time constraints. When standard course time assignments are used in the registration procedure, frequently "incompletes" or other such designations are necessitated

for grading purposes. Agreements with registrars or other structural arrangements must be devised to accommodate this discrepant approach. Evaluative criteria for competency-based programs should relate to this concern.

The New York process standards for pilot programs require that a management system must be established to provide continuous data for operating and evaluating the program. A management system should also include methods of utilizing program (process) and student (product) evaluation as a means of constructively changing the program. The regenerative nature of competency programs is frequently cited as an advantage of the approach. Woodruff relates the concept of quality control to the management of the program. He advocates measurement of the product (competencies) which are derived from the objectives. He maintains that

> If the measurements we take from our products are to influence our programs, then we must have a system for feeding that information back into the programs. The quality control function is feasible only in a system which is capable of self-correction. Such a system is, in effect, a cybernetic system, whether it be . . . one teacher and his class, a whole teacher education program, or even an entire baccalaureate degree program.[16]

Drummond has made a similar recommendation in a list of criteria for program approval being developed in Florida

> The agencies will describe the arrangements made for: a) individualizing programs b) providing feedback to the participants (trainees and trainers) about their performance, and c) providing feedback to the agencies so that program change can occur.[17]

Standard 2.6.3 applies to the service load of faculty. The service load includes many functions other than regular instruction and should be accounted for and credited to the individual faculty member. NCATE (2.3.1) specifies an accounting of "all professional duties and activities of the faculty in determining load,"[18] including planning time. In programs based on modules, a great deal of time is needed to develop, field test, and revise every module. Faculty members should be provided ample time for this developmental process and this should be recognized as equivalent to other activities such as publications.

Standard 2.6.3 also refers to research and writing as being credited to faculty load. Standard 1.1 suggests that "each state department supplement this evaluation process by fostering improvement in . . . stimulating research and inter-institutional collaboration."[19] NCATE standard 5.3.1 asks "What evidence indicates that the institution has, or is engaged in, studies and/or research to improve its teacher education programs."[20] One of the critical needs in a competency approach to teacher education is the validation of competencies. Research is also needed on training materials and procedures related to the competencies. Colleges could provide faculty members with opportunities for research on their own programs as part of their service load. College classrooms and cooperating public schools should serve as field sites for research efforts. Certainly many opportunities could exist for colleges to meet these accreditation standards and in some way become involved in research efforts which would form the basis of and improve preparation programs.

Perhaps the most frequently supported criterion for accreditation found in the literature is the evaluation of graduates of a teacher education program. NASDTEC standard 2.6.4, instruction, emphasizes that:

the institution will be expected to furnish evidence that instruction is evaluated systematically based on the performance of its students within the institution and *later as members of the educational professions.*[21]

Also, under the curriculum area, standard III calls for

A continuing program of curriculum evaluation should provide for a thorough systematic followup of graduates to determine the adequacy of their preparation and their competence as public school teachers.[22]

NCATE takes a very strong position on this issue.

NCATE standard 5.1 relates that

the ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution committed to the preparation of teachers engages in systematic efforts to evaluate the quality of its graduates and those persons recommended for professional certification.[23]

These standards further require that the institution is keeping abreast of new developments in the evaluation of teacher education graduates, has data on the percentage of teachers graduating from the institution during the last two years who actually entered teaching, and has information on characteristics of graduates revealed from evaluators. Among other things, NCATE specifically recommends evaluation of professional competencies (leading discussions, etc.), classroom management, human interaction, and professional activities.[24]

Clearly, the evaluation of graduates based on pre-determined competencies which relate to program objectives would be consistent with previously discussed accreditation criteria as well as this one. The concept of feedback to improve the program utilizing data from evaluation of graduates also is appealing but seldom implemented effectively. In several states, there is a re-certification process after entering the profession. A performance evaluation during the first years of teaching readily lends itself to the application of this accreditation criterion. Data collected on the competencies of teachers being evaluated for permanent certification could be used as feedback for program improvement and offered as data for accreditation purposes. Program evaluation by graduates, numbers who achieve permanent certification, and wastage from the profession, (but accounting for variables such as sex, personal situations, etc.), are also appealing as measures of program effectiveness.

In addition, competency evaluation during the initial years of teaching provides colleges with an excellent opportunity to become involved in research activities and follow-up studies on selected objectives. This would not only aid in determining effectiveness of instructional processes in college programs, but also in determining retention of competencies. Validation studies of the competencies are also possible.

The elementary and secondary schools could utilize evaluation of competencies to identify strengths and weaknesses of individuals and develop inservice programs systematically structured and individualized. Research again can be conducted on inservice techniques and relationships between competencies and student outcomes. The quantities of data obtained should not be left untapped.

One important point should be made at this time in relation to evaluation of programs through the evaluation of students in teacher education and graduates of these institutions. A recent conference on CBTE and research was held in Florida which included many of the top researchers in the coun-

try. The recommendation of this group was "Do not use student learning measures for evaluating individual teachers."[25] A distinction was made between using measures of student gain as a way of validating an observational measure of teacher competence in contrast to using student gain as a direct measure of teacher competence. It has been frequently stated that there are too many factors and intervening variables to control in order to judge a teacher's competencies on the basis of student outcomes. This relationship can be employed as a learning device but used as an evaluative criterion is cautioned at this time.

Turner has examined the issue of measuring the product of teacher education. He has identified six criterion levels, the first of which is the most complex.

1. Under *criterion level one* information is collected on the behavior (performance) of the teacher in the classroom and also on the pupil outcomes which are associated with that performance. This two-part appraisal of teacher performance is conducted over an extended period, probably two years (on a sampling basis).
2. *Criterion level two* is the same as criterion level one except the performance period is shorter.
3. Under *criterion level three* information is collected on the behavior (performance) of the teacher in the classroom. (No pupil outcome data are collected).
4. Under *criterion level four* information on teacher behavior (performance) is collected in a restricted situation, such as a microteaching setting.
5. Under *criterion level five* information on teacher behavior (performance) is collected in a simulated situation (probably without live students).
6. Under *criterion level six* information is collected on the teacher's understanding of concepts, or principles germane to teaching. (The teacher does not actually demonstrate, but explains, answers questions on a test, or provides other appropriate evidence.)[26]

A question related to this is to what extent should a teacher education institution be responsible for its graduates, for how many years, and for what outcomes? Criterion level three would appear to be the most realistic and for the first few years of teaching only.

Another interesting statement in NASDTEC standards provides for specification and demonstration of competencies. Standard 2.6.4 provides that "instructional procedures should incorporate . . . an opportunity to demonstrate by appropriate evaluation any learning, competence or previous experience however acquired."[27] This would, of course, apply to the demonstration of teaching competencies. If a program has determined what it is looking for, that is, has specified the necessary competencies, then evaluation of an individual's attainment of these is greatly facilitated. The equating of experiences becomes much more objective since it is the outcome of the experience that are important rather than the experience itself. However, one should not dismiss the unanticipated outcomes or those that are difficult to define, as these may be significant and by themselves make an experience valuable.

The general standards for teaching majors in NASDTEC require that

> Each teaching major or field or specialization should be built on a clearly

formulated statement of the competencies needed by teachers in this area of the public school curriculum. These competencies should include the attitudes, knowledge, understandings, and skills that are required, and the degree of expertise necessary for a beginning teacher.[28]

Each teaching major or field of specialization should include provision for a systematic program of evaluation procedures to determine the degree of the student's attainment of teaching competencies. These evaluation procedures should serve as the basis for recommending him for the appropriate teacher certificate.[29]

As indicated in the beginning of this paper, the NASDTEC standards clearly support the defining of teacher competencies in teacher education programs. These competencies should be derived from a conceptual base and a clear statement of philosophy.

Other issues have been identified which relate specifically to competency-based programs. Among these are institutional commitment to the concept (as evidenced by resources, supportive statements, etc.), the design of instructional strategies to achieve competencies (including model performances or protocol materials) and others. As the concept and programs are further refined, additional factors will become clear and others will become increasingly important.

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Walter S. Sandefur
Douglas C. Westbrook
Wayman T. Dever
North Texas State University

CURRENT RESPONSES TO COMPETENCY-BASED TEACHER EDUCATION

Responses from the profession in regard to competency-based teacher education (CBTE) programs are diverse. It depends upon what article you are reading, what meeting you are attending, or to whom you are talking. Some who respond positively in public are not nearly so positive in private; while there are those who respond positively in private, but who won't commit themselves openly.

The extreme divergence in views was pointed out in a recent issue of the *Kappan* where Rosner and Kay raise the question as to whether CBTE is really a significant lever for educational reform or merely another government subsidized fad destined to failure.[1]

A substantial number of supporters can be found for either of these positions with a large group between these extremes who are looking, listening, and feeling their way in regard to their own position. Many institutions which accept the concept of CBTE seem to be waiting for more empirical evidence of its value, more opportunity to visit exemplary programs, and more time in order to make necessary changes in their own organization that would be necessary for success to be enhanced.

While many institutions are involved in the "wait-and-see" status, there is a growing number committed to CBTE and moving with deliberate speed to establish operational programs.

Responses Supporting CBTE

The issue of CBTE has focused a great deal of attention on teacher education recently. In a very short time the idea has grown from the concept level to a major movement across the country. It is one major educational movement that has developed from "within" the ranks of teacher education rather than as a result of some outside influence. Most professional educators would agree that teacher education institutions need to make changes in order to improve their programs and CBTE has been visualized as a means to achieve needed reform.

The movement to shift teacher education to CBTE and to utilize this approach for certification of teachers began about five years ago. Since that time it has experienced tremendous growth. Responses to a questionnaire submitted to all fifty state departments of education by Melvin Villeme, of the University of South Florida, indicated that eight states were presently using some form of a competency-based requirements. Twenty-two states indicated that they were planning to go to competency-based certification requirements. Twenty-two states indicated that they had no plans for having competency-based requirements. Many of these states indicated that they were in the "study" stage.[2]

An immediate outcome of CBTE is the development of stronger relationships between colleges of education, public schools, and the organized profession. This is valuable in that such relations are more likely to result in the

provision of the kinds of experiences that are needed for students to develop competencies in the "real world" of the teacher. It is not feasible to conduct the necessary experiences in the college classroom. This has been one of the major criticisms of traditional teacher education programs. In order to overcome this handicap close cooperation will be invaluable.

In the past, teacher education has been criticized for not successfully preparing teachers to deal with reality in the classroom. The typical approach of lecturing and giving verbal illustrations of effective teaching has not been adequate. Although CBTE programs are in their infancy and institutions are feeling their way, students in these programs express greater satisfaction with them than with traditional programs.

Reese Parker reports that Weber State College students react positively to the CBTE programs and felt their needs are met satisfactorily. The students can apply the competencies taught as first-year teachers and as a result of this Weber State graduates are much sought after by some school districts. Public school personnel judge CBTE graduates in their program to be more self-confident, adaptable, student-centered, and better able to fulfill leadership roles than are graduates of other programs. These graduates overwhelmingly reject the criticism that CBTE programs are "not humanistic." They found faculty members to be interested in them as individuals, concerned about their needs and anxious to give individual attention.[3]

Institutions involved in CBTE programs are buzzing with activity and excitement. They are doing something that they feel to be a positive force for the improvement of teacher education. Visits to these institutions make one realize that whatever they have going for them is certainly positive. They exhibit a commitment about them that is not evident in many of the more traditional teacher education programs. It seems obvious that CBTE is a movement powerful enough to make a difference in teaching education.

Responses Opposing CBTE

As is often the case, when something new and exciting comes along, there is a tendency toward lumping all those who oppose it as ones who reject progress, oppose improvements, new methods, etc. and this has been true to a degree in characterizing CBTE opponents. However, there is opposition for reasons considered to be valid.

Harry Broudy opposed CBTE on philosophical grounds and contends that the movement will fractionate learning by breaking down teaching into too many bits and pieces, which when put together, will not equal the whole. Others point out that pre-specified objectives limit the individual learners choice and tend to focus on narrowly defined program requirements. They feel that the concept of a teacher as a broadly educated person seems to be in danger.

There is opposition to CBTE in regard to the lack of a sound theoretical base. Although hundreds of competencies are available many programs do not describe how they were chosen. A common procedure used is soliciting suggestions from concerned parties and arriving at a list by concensus.[4] This can hardly be considered a sound theoretical base.

Objections are often submitted concerning the lack of research. Many feel that it is experimental, unproven, and a long way from being scientifically shown to be superior to other approaches.

Critics believe that CBTE is merely transposing one closed system to another new, but equally closed, system and they feel that the new system is just as likely to perpetuate conformity as the old. The American Association of University Professors at their national meeting adopted a resolution which states its contempt of current efforts by various states to impose an exclusive, inflexible approach to teacher education, such as the competency/performance-based teacher education and certification program, because they feel that the result "constitutes a debasement of knowledge and learning."[5]

One primary difference between CBTE and traditional programs is that education courses have been replaced by learning modules. The argument points out that modularized instruction limits learning to a single format, also.

William Drummond feels that most of the major controversies in the CBTE movement are and have been related to power-sharing. Will classroom teacher unions make the important decisions? Will professors in educational foundations no longer be needed? Will colleges of education have to move to off-campus centers?[6] Others fear a power move by the colleges of education and public schools over the academic community. All of these questions deal with the touchy problem of power-sharing.

Along with this is the issue of academic freedom. There are some who see the possibility of a threat to the professors' right to determine what and how they teach. This is especially threatening in states where CBTE is required for certification.

Conclusion

The CBTE movement has developed very rapidly and it remains to be seen if its potential is ever realized or if it is just another fad that will fade away with time. This brief survey obviously doesn't cover all of the responses to CBTE across the nation, but there is evidence that it is an important issue in education today and many institutions have made the decision that this is the approach that they are committed to in educational reform.

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35 To Cope With The Current: Guidelines and Activities for Learning to Deal with Change—Martin $3.00 (861-27411)

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32 Teacher Preparation: Supervision and Performance—Spanjer $2.50 (867-24488)

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RESEARCH BULLETINS (figure designates RESEARCH BULLETIN number)

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